COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	History of Relationship Between the Natural Sciences and Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka, prof. KUL

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	4

Course pre-requisites	Interest in the history of relations between natural sciences and philosophy

II. **Course Objectives**

C1 Understanding the important stages of the history of the relationship between natural sciences and philosophy

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student knows the terminology of basic philosophical systems and the most important positions of one of the main philosophical subdisciplines	W02
W_02	student knows and understands advanced methods of analysis and interpretation of various forms of philosophical statements	W03
W_03	student knows and understands the basic principles of intellectual property management	W04
W_04	student knows and understands main events in the history of philosophy	W05
	W02, W03, W04, W05, U02	
SKILLS		
U_01	student can search, analyze, evaluate, select and use	U01

	information using printed and electronic sources and formulate critical judgments on this basis	
U_02	student knows how to independently acquire knowledge and expand research skills, and take autonomous actions to develop skills and manage his own career	U02
SOCIAL COMPETENCIES		
K_01	student can interact and work in a group, taking on different roles	K01
K_02	student can properly set priorities for the implementation of the task specified by himself or others	K01
K_03	student can make an in-depth analysis of the situation and problems, and independently formulate proposals for their solution	K02

IV. Course Content

History of the relationship between natural sciences and philosophy. Events. Interpretation. Meaning. Importance. Implications.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_03	Conventional lecture	Oral statement	Assessment sheet
W_07	Discussion	Observation	Assessment sheet
W_08	Texts' analysis. Multimedia presentations.	Observation	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	PowerPoint presentations	Assessment sheet
U_03	Discussion	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_02	Discussion	Observation	Assessment sheet of team-working
K_03	Group activating methods	Observation	Assessment sheet of team-working

VI. Grading criteria, weighting factors

an active participation 20%

an oral statement 30%

a group work in various roles 20%

PowerPoint presentations 30%

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**

Number of hours of individual student work	**90**

VIII.   Literature

Basic literature
J. Życiński, The Structure of the Metascientific Revolution, Tucson 1987
Additional literature
T. Kuhn, The Structure of Scientific Revolutions, Chicago 1962.

COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	Introductory Course of Latin for Philosophers
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	1	4

Course pre-requisites	-

II. **Course Objectives**

C1. to acquire basic knowledge of the Latin vocabulary, especially Latin philosophical vocabulary
C2. to acquire knowledge of Latin grammar structures, gramatical rules
C3 to acquire ability to translate Latin texts

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows grammatical structure of Latin sentence and gramatical forms of words on basic level	W01, W03, W04, W05
W_02	Student knows basic Latin vocabulary	W01, W03, W04, W05
W_03	Student knows Latin philosophical terms	W01, W03, W04,
SKILLS		
U_01	Student is able to translate simple Latin text	U03, U05, U09, U11
U_02	Student Is able to recognise the grammatical structure of Latin text	U03, U05, U09, U11
SOCIAL COMPETENCIES		
K_01	Student can justify the role of Latin and responsibility for preserving the cultural heritage of the region, country and Europe	K01

IV. **Course Content**

The Latin Course contains knowledge about grammatical structures, Latin vocabulary and original classical texts, Latin philosophical terms.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Conventional lecture	Test / Written test	Protocol / report printout/ report fil
W_02	Work with text	Test / Written test	Protocol / report printout/ report fil
W_03	Work with text	Test / Written test	Protocol / report printout/ report fil
SKILLS			
U_01	Textual analysis	Test / Written test	Protocol / report printout/ report fil
U_02	Textual analysis	Test / Written test	Protocol / report printout/ report fil
SOCIAL COMPET ENCIES	SOCIAL COMPETENCIES	SOCIAL COMPETENCIES	SOCIAL COMPETENCIES
K_01			
Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLE DGE	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
W_01	Conventional lecture	Test / Written test	Protocol / report printout/ report fil

VI. Grading criteria, weighting factors …

Fail:

A student does not have a competence in analysing Latin philosophical texts and does not understand the basic content of the tutorials;

A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory

A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within tutorials.

Very good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate a long Latin text.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

VIII. Literature

Basic literature
W.C. Collar, M. G. Daniell, First Year Latin, Boston 1902.
Additional literature
Ch. Bennett, A Latin Grammar, Boston, Chicago 1913. William Whitaker's Words: http://archives.nd.edu/words.html

COURSE SYLLABUS

I.   **General Information**

Course name	Stanislaw Kaminski Memorial Lectures
Programme	Activities for all university students Philosophy (residential, MA),
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
lecture	30	II oraz IV	2

Course pre-requisites	At least B2 level of English

II.   **Course Objectives**

C. 1. Introducing students to contemporary philosophical debates.
C. 2. Presenting how an understanding of many philosophical concepts influence on social life, culture, and area of values.
C. 3. Inspiring students to think about their own responsibility for the philosophy and its place in society and to join social debates on that issue.

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows the terminology of major philosophical systems and major philosophical views in relation to the subject. Has a structured and historically grounded general knowledge of classical, modern and contemporary views in relation to the subject.	W_04
	SKILLS	
U_01	Is able to integrate knowledge taken from ethics, history of philsophy, philosophy of science and their terminology and to apply it in non-typical professional situations.	U_08
U_02	Is able to use the literature in a foreign language in relation to the issues discussed in class. Is able to cooperate and work in a group, playing different roles in it by presenting	U_09

	opinion, arguing, debating.	
	SOCIAL COMPETENCIES	

IV.   **Course Content**

V.   **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Lecture	Exam	Exam report
SKILLS			
U_01	Lecture	Exam	Exam report
U_02	Lecture	Exam	Exam report
SOCIAL COMPETENCIES			

VI.   **Grading criteria, weighting factors …**

VII.   **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   **Literature**

Basic literature
-
Additional literature
-

COURSE SYLLABUS

Cycle from study programme for cycle: 2022/2023

I.   **General Information**

Course name	Karol Wojtyła – Love and Responsibility
Programme	Karol Wojtyła – Love and Responsibility
Level of studies	II
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Małgorzata Borkowska-Nowak

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	

II.   **Course Objectives**

C1: Analysis of Wojtyla's views on sexual morality in the context of the personalistic norm
C2: Developing the ability to analyze and evaluate moral problems

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows terminology in the field of ethics as well as the main sources leading to the personalistic grasp of sexual-conjugal problems	K_W03, K_W04
W_02	Possesses profound knowledge and deep understanding of Wojtyła's contribution to sexual ethics as a separate sphere of philosophical reflection	K_W05, K_W06
W_03	Has well-ordered particular knowledge of what essentially denotes Wojtyła's approach, and is familiar with research problems in the area of Wojtyła's philosophy. Possesses deep understanding that the personal order is the only plane proper to all reflections in the field of sexual ethics	K_W03, K_W05, K_W06
	SKILLS	
U_01	Is able to find, analyze, evaluate, arrange and utilize	K_U04

	information, and employing them to formulate basic critical judgments concerning discussed issues to recall arguments of discussed ethical and metaethical views and draw conclusions. Possesses extended research skills that allow to integrate knowledge from various sources and formulate original solutions to complex problems of sexual ethics	
	SOCIAL COMPETENCIES	
K_01	Is aware of the importance of ethical reflection for deepening moral awareness in the lives of individuals and societies	K_K03
K_02	Participates in cultural life, utilizing its various forms, is interested in current events as well as philosophical (ethical) and cultural trends	K_K04

IV.   Course Content

The first part of the course covers the following topics: 1. The person as the subject and object of action; 2. The meaning of the verb 'to use'; 3. Love as the opposite of 'using'; 4. Critique of utilitarianism; 5. The sexual drive as a property of individual; 6. The sexual drive as the existence; 7. Interpretations (religious, rigoristic, libidinistic) of the drive; 8. Metaphysical analysis of love; 9. Ethical analysis of love.

The second part of course covers the following: The person and chastity; 2. Problems of abstinence; 3. Justice with respect to the Creator; 4. Vocation; 5. Sexology and ethics.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Discussion	Observation	Assessment card of work in a group
	SKILLS		
U_01	Text analysis	Essay	Assessment card of work in a group
	SOCIAL COMPETENCIES		
K_01	Socratic conversation	Observation	Assessment card of work in a group

VI.   Grading criteria, weighting factors …

Insufficient:

A student does not a competence in analyzing ethical texts and does not understand the basis content of the tutorials; is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfill tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

Satisfactory:

A student knows key concepts of the main ethical problems and is able to interpret ethical texts.

Good:

A student knows concepts of the main ethical problems and has very well ordered knowledge concerning the controversies in ethics, is able to analyze ethical texts and shows openness to discussion on the ethical issues.

Very good:

A student knows very well the concepts of the main ethical systems and has well-ordered and historically grounded knowledge concerning the controversies in ethics. He/she is able to develop his research skills, analyze texts and participate in discussion.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
K. Wojtyła, *Love and Responsibility*, Pauline Books & Media 2013.
Additional literature
R. Buttiglione, *Karol Wojtyła. The Thought of the Man Who Became Pope John Paul II*, B. Eerdmans Publishing Company 1997.   John Paul II, *The Theology of marriage & calibacy: catechesis on marriage and celibacy in the light of the ressurection of the body*, Boston: Daughters of St. Paul, 1986.

COURSE SYLLABUS
Cycle from academic year 2022/2023

I   General Information

Course name	Latin for Philosophers
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	4

Course pre-requisites	Basic knowledge of Latin vocabulary and grammar

II   Course Objectives

C1 to acquire knowledge of the Latin   vocabulary, especially latin philosophical vocabulary
C2 to acquire knowledge of Latin grammar structures, gramatical rules
C3 to acquire ability to translate Latin philosophical texts

III   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows grammatical structure of Latin sentence and gramatical forms of words	W01, W02, W03, W04, W05
W_02	Student knows selected Latin vocabulary	W01, W02, W03, W04, W05
W_03	Student knows Latin philosophical terms	W01, W02, W03, W04, W05
SKILLS		
U_01	Student is able to translate original Latin text	U02, U03, U05, U09
U_02	Student Is able to recognise the grammatical structure of Latin text	U02, U03, U05, U09
SOCIAL COMPETENCIES		
K_01	Student can justify the role of Latin and responsibility for preserving the cultural heritage of the region, country and Europe	K01

IV   Course Content

The Latin Course contains knowledge about grammatical structures, Latin vocabulary and original classical texts, Latin philosophical terms.

V   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Conventional lecture	Test / Written test	Protocol / report printout/ report fil
W_02	Work with text	Test / Written test	Protocol / report printout/ report fil
W_03	Work with text	Test / Written test	Protocol / report printout/ report fil
SKILLS			
U_01	Textual analysis	Test / Written test	Protocol / report printout/ report fil
U_02	Textual analysis	Test / Written test	Protocol / report printout/ report fil
SOCIAL COMPETENCIES			
K_01	Discussion		

VI   Grading criteria, weighting factors …

Fail:

A student does not have a competence in analysing Latin philosophical texts and does not understand the basic content of the tutorials;

A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory

A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within tutorials.

Very good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original philosophical texts

VII   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

VIII   Literature

Basic literature

W.B. Gunnison, W.S. Harley, "The First Year of Latin" , New York, Boston, Chicago 1902.
St. Thomas Aquinas, Summa Theologiae (selected fragments)
Additional literature
Ch. Bennett, A Latin Grammar, Boston, Chicago 1913.
William Whitaker's Words: http://archives.nd.edu/words.html

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Latin Philosophical Texts
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Translation class	60	II-III	8

Course pre-requisites	Knowledge of Latin grammar

Course Objectives

C1 to be able to translate Latin philosophical texts
C2 to be able to recognize philosophical problems in Latin texts

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows philosophical vocabulary in Latin	W03, W04
W_02	knows methods of translation and interpretation of philosophical texts	W07
SKILLS		
U_01	student is able to analyze Latin text, recognize philosophical problems, understands philosophical vocabulary	U05
SOCIAL COMPETENCIES		
K_01	Is aware of the role of Latin and of the responsibility for preservation of the cultural heritage of the region, country, and Europe	K03

Course Content

Translation of some original philosophical Latin text and discussion philosophical problem, which are contained in it.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work on text	quiz	Corrected quiz
W_02	Work on text	quiz	Corrected quiz
SKILLS			
U_01	Work on text	quiz	Corrected quiz
SOCIAL COMPETENCIES			
K_01	discussion	observation	Evaluation of group work

Grading criteria, weighting factors.....

Fail:
A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials;
A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory
A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good
A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within translatorium.

Very good
 A student knows grammatical concepts and terms, is able to inflect Latin words and translate long original Latin text, knows Latin philosophical terms and their English translation.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	60
Number of hours of individual student work	180

Literature

Basic literature
S. Thomas, *Summa theologiae [http://www.corpusthomisticum.org/sth0000.html]*
S. Thomas*, De aeternitate mundi [http://www.corpusthomisticum.org/ocm.html]*
Additional literature
Ch. Bennett, *A Latin Grammar*, Allyn and Bacon, Boston, Chicago 1913.
William Whitaker's Words: http://archives.nd.edu/words.html

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Main Concepts and Contemporary Ethical Theories
Programme	Philosophy in English
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Wojciech Lewandowski

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	General knowledge about main ethical categories and ways of justifying moral judgments.

Course Objectives

C1: Presentation and discussion on selected issues in contemporary ethics

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student has an in-depth knowledge of the most important concepts and problems of contemporary ethics and the main arguments present in ethical debates.	K_W01, K_W02, K_W03, K_W04, K_W05
SKILLS		
U_01	Student is able to carry out a critical analysis of the contemporary ethical arguments in terms of their metaethical and normative assumptions	K_U02, K_U05
U_02	Student is able to independently formulate original and complex arguments concerning given ethical problem ethics	K_U11
SOCIAL COMPETENCIES		
K_01	Student understands the need for reliable and creative research on contemporary ethical issues	K_K02

Course Content

Partiality: its meaning and justification 1. Impartial vs. personal point of view (agent-neutral vs. agent-relatvie reasons) 2. Reductionist justification of partiality (consequentialism, voluntarism) 3. Non-reductionist justification of partiality (project view, relationship view, individuals view)

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	text analysis	essay	assessment of the essay
W_02	text analysis	essay	assessment of the essay
SKILLS			
U_01	discussion	presentation	assessment of presentation
U_02	discussion	presentation	assessment of presentation
SOCIAL COMPETENCIES			
K_01	discussion	presentation	assessment of presentation

Grading criteria, weighting factors.....

essay: 50%, presentation: 50%.

Fail:

(W) – student did not prepare his presentation and did not turn in his essay by deadline. Student doesn't have a basic knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories.

(U) – student is not able to analyze arguments present in contemporary debates

(K) – student is not engaged in the discussion, is not interested in making attempts to formulate and justify his position.

Barely Pass

(W) – student prepared his presentation and essay. Student has limited knowledge about about discussed concepts, assumptions and arguments formulated in contemporary ethical theories.

(U) – student re-formulates simple arguments and barely analyzes them.

(K) – student attends the classes, but doesn't participate in discussion

Good Pass

(W) – student has a good knowledge knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories

 (U) student is able to critically describe and analyze complex argumentation;

(K) – student is active at the classes

Very Good Pass

(W) – student has systematized and wide knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories

(U) – student is highly competent in analysis of complex arguments present in contemporary ethical debates. Student formulates his own well-justified position.

 (K) – student is very active at the classes

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**45**

Literature

Basic literature
S. Keller, Partiality, Princeton University Press 2013.
S. Scheffler, Boundaries and allegiances, Oxford University Press 2001.
B. Feltham, J. Cottigham (eds.) Partiality and impariality, Oxford University Press 2010.
D. Jeske, Rationality and moral theory: how intimacy generates reasons, Taylor & Francis 2008.
Additional literature
D. Parfit, On What Matters, v. 1-3, Oxford University Press 2011-2017.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Main Problems in Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Stationary/Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Maksymilian Roszyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
konwersatorium	30	II	3

Course pre-requisites	W1 – basic knowledge of the liberal arts

Course Objectives

C1 – Knowledge of the main concepts, methods and systematic views in philosophy
C2 – Ability to read with understanding and analyse philosophical texts
C3 –Ability to reconstruct and evaluate philosophical arguments, as well as to formulate and defend philosophically one's own views

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knowledge of the main concepts, methods and systematic views in philosophy	W01, W02, W03, W04, W05
SKILLS		
U_01	Ability to read with understanding and analyse philosophical texts	U02, U05
U_02	Ability to reconstruct and evaluate philosophical arguments, as well as to formulate and defend philosophically one's own views	U06
U_03	Ability to integrate knowledge from various humanistic disciplines	U04, U11

SOCIAL COMPETENCIES		
K_01	Ability to understand philosophical problems and solutions against a wider background of Western culture as well as to apply such understanding in interdisciplinary and public conversations	K03

Course Content

The aim of the class is to introduce students the main concepts, methods and systematic views in philosophy, with a special emphasis on the achievements of the contemporary analytic philosophy. The tutorial is organized around the following philosophical themes: (i) knowledge and the world, (ii) mind and the self, (iii) free will, (iv) God and religion, (v) reasoning, and (vi) morality.

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	A Conversational Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
SKILLS			
U_01 U_02 U_03	A Classical Text Analysis/A Discussion	An Essay/Observation	A Group Working Evaluation Card
SOCIAL COMPETENCIES			
K_01	A Discussion	Observation	A Group Working Evaluation Card

Grading criteria, weighting factors.....

Fail:
(W) – a student does not have a basic knowledge of the main problems of philosophy
(U) – a student does not have a competence in analysing classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem
(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass:
(W) – a student gained general but limited knowledge of the main problems of philosophy
(U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct classical texts
(K) – student attends the classes, but is passive

Good Pass:

(W) – a student has gained a good knowledge of the main problems of philosophy

(U) – a student is able easily to demonstrate his knowledge on the main problems of philosophy and is able to apply the knowledge to a puzzling situation; the student can analyse classical texts without any serious difficulty

(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass:

(W) – a student has systematized and wide knowledge of the main problems of philosophy

(U) – a student is highly competent as regards the analysis of the classical texts and is able easily to refer to the secondary sources

(K) – student is very active at the classes and takes an initiative with broadening his knowledge

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

Literature

Basic literature
(1) Simon Blackburn, Think: A Compelling Introduction to Philosophy, Oxford: Oxford University Press 1999.; (2) John Hospers, An Introduction to Philosophical Analysis, London: Routledge 1956/1997; (3) Thomas Nagel, What Does It All Mean?: A Very Short Introduction to Philosophy, New York: Oxford University Press 1987.
Additional literature
(1) Bertrand Russell, The Problems of Philosophy, Buffalo, N.Y.: Prometheus Books 1912/1988; (2) Bertrand Russell, An Outline of Philosophy, London: George Allen & Unwin 1927; (3) Simon Blackburn, The Big Questions: Philosophy, London: Quercus 2009; (4) Simon Blackburn, The Oxford Dictionary of Philosophy, Oxford: Oxford University Press 1994; (5) Thomas Nagel, Mortal Questions, Cambridge: Cambridge University Press 1979/2012; (6) John Cottingham (ed.), Western Philosophy: An Anthology, Oxford: Blackwell 1996; (7) Julian Baggini, The Pig That Wants to Be Eaten: 100 Experiments for the Armchair Philosopher, New York: Plume-Penguin 2005; (8) John Perry, Michael Bratman, and John Martin Fischer, Introduction to Philosophy: Classical and Contemporary Readings, Oxford-New York: Oxford University Press 2012; (9) Relevant entries from E. Craig's "Routledge Encyclopaedia of Philosophy" and online Stanford Encyclopaedia of Philosophy (http//plato.stanford.edu/). Appropriate excerpts from the classic and contemporary sources will be distributed in the course of the class.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Main Topics in History of Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. Piotr Gutowski/Dr Maksymilian Roszyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	I-II	6

Course pre-requisites	W1 – basic knowledge of the liberal arts

Course Objectives

C1 – the first aim is to offer an analysis of the basic philosophical concepts and categories from ancient to contemporary times
C2 – the second aim is to give students an opportunity of gaining the competence of analysing classical philosophical texts
C3 – the third aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	A student knows the main topics and the basic terminology of the major philosophical systems in history of philosophy	W01, W03; W04, W05
SKILLS		
U_01	A student can read with understanding and analyse philosophical texts, and is able to reconstruct and evaluate philosophical arguments	U05, U11
SOCIAL COMPETENCIES		
K_01	A student can understand philosophical problems and solutions against a wider background of Western culture as well as to apply such understanding in interdisciplinary and public conversations	K02, K03

Course Content

A year-long tutorial is providing an introductory course of the history of philosophy through the major themes and philosophers. It consists of the main philosophical standpoints such as, among others, of Pre-Socratics, Socrates, Plato and Aristotle, St Thomas Aquinas, two main streams in modern philosophy: Continental Rationalism and British Empiricism, I. Kant, G. W. Hegel, A. Comte, F. Nietzsche, American Pragmatism, Phenomenology, Analytic Philosophy, and Existentialism. Tutorials give an opportunity for students to gain and broaden their knowledge about crucial categories, arguments and conceptual schemas elaborated by philosophers through the course of the history of philosophy. It consists mostly in the close reading and discussion of their classical texts, which gives students a chance to acquire the competence and tools of the philosophical analysis. It gives also a tool for critical thinking and deeper self-consciousness as regards different opinions and ideas.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	A Conversational Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
SKILLS			
U_01	A Classical Text Analysis/A Discussion	An Essay/Observation	A Group Working Evaluation Card
SOCIAL COMPETENCIES			
K_01	A Discussion	Observation	A Group Working Evaluation Card

Grading criteria, weighting factors.....

Fail:

(W) – a student does not have a basic knowledge of the main topics in the history of philosophy

(U) – a student does not have a competence in analysing classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem

(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass:

(W) – a student gained general but limited knowledge of the main topics in the history of philosophy

(U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct classical texts

(K) – student attends the classes, but is passive

Good Pass:

(W) – a student has gained a good knowledge of the main topics in the history of philosophy

(U) – a student is able easily to demonstrate his knowledge on the main topics in the history of philosophy and is able to apply the knowledge to a problematic situation; the student can analyse classical texts without any serious difficulty

(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass:

(W) – a student has systematized and wide knowledge of the main topics in the history of philosophy

(U) – a student is highly competent as regards the analysis of the classical texts and is able easily to refer to the secondary sources

(K) – student is very active at the classes and takes an initiative with broadening his knowledge

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**135**

Literature

Basic literature
(1) R.H. Popkin (ed.), The Columbia History of Western Philosophy, New York: Columbia University Press 2006; (2) A. Kenny, An Illustrated Brief History of Western Philosophy, Oxford: Blackwell 1999; (3) A. Kenny, A New History of Western Philosophy, Oxford-New York: Oxford University Press 2012.
Additional literature
(1) A. Kenny, Ancient Philosophy: A New History of Western Philosophy, Vol. 1, New York: Oxford University Press 2004; (2) A. Kenny, Medieval Philosophy: A New History of Western Philosophy, Vol. 2, New York: Oxford University Press 2005; (3) A. Kenny, The Rise of Modern Philosophy: A New History of Western Philosophy, Vol. 3, New York: Oxford University Press 2006; (4) A. Kenny, Philosophy in the Modern World: A New History of Western Philosophy, Vol. 4, New York: Oxford University Press 2008; (5) F. Copleston, History of Philosophy, 9 vols (various editions); (6) B. Russel, History of Western Philosophy (various editions); (7) É. Gilson, History of Christian Philosophy in the Middle Ages, New York: Random House 1953; (8) Classical philosophical works by Plato, Aristotle, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Comte, Marx, Nietzsche, Husserl, Russell, Wittgenstein, Sartre, Levinas (further details on required reading selections from the works will be given at the lecture); (9) Selected essays from the Cambridge Companions series, especially from those on Plato (R. Kraut), Aristotle (J. Barnes), Augustine (N. Kretzmann, E. Stumpf), Aquinas (E. Stumpf, N. Kretzmann), Descartes (J. Cottingham), Kant (P. Guyer), Hegel (F. Beiser), Marx (T. Carver); (10) Relevant entries from E. Craig's "Routledge Encyclopedia of Philosophy" and online Stanford Encyclopedia of Philosophy (http//plato.stanford.edu/).

COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	Metaphysical Interpretation of Reality
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Fr. dr hab. Tomasz Duma

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	2

Course pre-requisites	Knowledge of metaphysics and the history of philosophy at the undergraduate level in philosophy; good skills of commenting and interpreting philosophical texts.

II. **Course Objectives**

Acquainting with the main contemporary interpretations of being, especially with the problem of existence, essence, identity and dynamism.
Acquainting with the use of metaphysical theories in explaining specific philosophical problems, especially in the field of philosophical anthropology.

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows the terminology of the main metaphysical systems; knows the terminology in the languages in which the theory of being and the problem of its existence, essence, identity, and dynamism was formulated and developed, especially Latin and English.	W03, W04
W_02	Has well-ordered and historically grounded knowledge on the contemporary views concerning understanding and application of the theory of being. Knows the interpretations of the theories of existence, essence, identity, and dynamism worldwide known, as well as local approaches developed especially in his own philosophical environment.	W05

W_03	Has well-ordered peculiar knowledge concerning the theory of being within the framework of classical metaphysics, is familiar with current research in this area.	W06
W_04	Has basic knowledge of the institution of intellectual culture connected with metaphysics and is familiar with contemporary cultural life.	W09
SKILLS		
U_01	Can integrate the knowledge of metaphysics with knowledge acquired from various disciplines of the humanities and successfully apply it in varied contexts.	U04
U_02	Can work with a group on solving specific metaphysical problems and take on different roles in it.	U11
SOCIAL COMPETENCIES		
K_01	Is aware of the role of a philosophical approach to the problems and the importance of universal philosophical theories for the preservation of local and universal cultural heritage.	K03
K_02	Thanks to the acquired metaphysical knowledge and problem-solving skills, can actively participate in cultural life, is interested in events relevant to the intellectual culture.	K04

IV.   Course Content

The tutorials are devoted to the analysis of the main theories of being which are formulated in contemporary metaphysics. The analyzes will particularly take into account the understanding of the existence of a being, its essence, identity, and dynamism. The discussion on individual theories of being and its existence, essence, identity, and dynamism, will also concern the significance of these theories in the area of metaphysics and other domains of philosophy.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01, W_02	Work with text	Test	Rating card
W_03	Conversational lecture	Observation	Rating card
SKILLS			
U_01	Textual analysis	Test of practical skills	Evaluated written paper
U_02	Group work	Observation	Rating card
SOCIAL COMPETENCIES			
K_01	Laboratory classes	Presentation	Rating card
K_02	Discussion	Observation	Observation report

VI.   Grading criteria, weighting factors …

no credit (2) – presence and activity less than 50%, ability to analyze texts from the literature of the subject less than 50%, knowledge of subject literature less than 50%, the oral test on less than 50%.

credit: 3 – presence and activity over 50%, ability to analyze texts from the literature of the subject over 50%, knowledge of subject literature over 50%, the oral test on over 50%.

credit: 4 – presence and activity over 65%, ability to analyze texts from the literature of the subject over 65%, knowledge of subject literature over 65%, the oral test on over 65%.

credit: 5 – presence and activity over 80%, ability to analyze texts from the literature of the subject over 80%, knowledge of subject literature over 80%, the oral test on over 80%.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

VIII.   Literature

Basic literature
Jaroszyński, Metaphysics Or Ontology?, trans. H. McDonald, Brill Rodopi, 2018. Krąpiec, M. A., Metaphysics, An Outline of the History of Being, trans. M. Lescoe, A. Woznicki, and Th. Sandok, New York, Mariel Publication, 1991. Krąpiec, M. A. "On the Realism of Metaphysics," Ad Fontes 6, (2009): 101-117. Krąpiec, M. A. and Maryniarczyk, A. "Metaphysics in the Lublin Philosophical School," Studia Gilsoniania 5, no. 2(2016):391-427. Whippel J., The Metaphysical Thought of Thomas Aquinas: From Finite Being to Uncreated Being, Washington D.C.: Catholic University of America Press, 2000.

Additional literature
Copleston F., History of Philosophy, vols 1-6, Continuum International Publishing Group Ltd., 2003. Koslicki, K. Form, Matter, Substance. New York: Oxford University Press, 2018. Lowe, E. J. The Possibility of Metaphysics, Substance, Identity and Time. Oxford: Clarendon Press, 1998. Owens, J. "Aquinas on Knowing Existence," *Review of Metaphysics*, 29 (1976): 670-690. Sentesy, Mark. "Are Potency and Actuality Compatible in Aristotle?" Epoche 22, no 2 (2018):239-270. https://doi.org/10.5840/epoche20171219102. Whippel, Metaphysical Themes in Thomas Aquinas. Washington, D.C.: The Catholic University of America Press, 1984. Wilhelmsen, F. D. "The Concept of Existence and the Structure of Judgment: A Thomistic Paradox," *The Thomist* 41, (1977): 317-349. 10.1353/tho.1977.0016. www.jstor.org/stable/20126849.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Metaphysics and Philosophical Antropology
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Fr. dr hab. Tomasz Duma

Type of class	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	20

Course pre-requisites	Advanced knowledge of the major philosophical disciplines, advanced knowledge of the methods of philosophy, good skills in reading and commenting of philosophical texts.

Course Objectives

An understanding of the problems of metaphysical cognition and explanation
Ability to analyse the text in metaphysical aspects, formulation and presentation of arguments
Formulation of the world view, understanding of things and persons, relations between beings
Learning of the writing techniques of philosophical texts, preparation of the Diploma Thesis

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	The student knows the main metaphysical interpretations of reality, their assumptions and consequences; has an orderly, in-depth, specialization-leading, detailed knowledge of the specificity of metaphysical cognition. He knows particular issues that are dealt with in general metaphysics and philosophical anthropology, is able to take them into account and develop them in research.	K_W03
W_02	Knows the basic metaphysical and anthropological terminology in English and Latin.	K_W04
W_03	Has ordered and historically established general knowledge covering classical, modern, and contemporary world and local views in the field of metaphysics-ontology and philosophical	K_W05

	anthropology; knows their methodology, with particular emphasis on the method of separation and metaphysical reduction.	
W_04	Has systematized detailed knowledge and knowledge of research problems in the field of general metaphysics and detailed metaphysics.	K_W06
W_05	He knows the methods of analysis and systemic interpretation of metaphysical and anthropological philosophical texts, varied in terms of style and genre, in which the reflection of individual thinkers is expressed.	K_W07
W_06	Knows and understands the concept and principles of the protection of intellectual property and copyright law, possesses extensive knowledge about institutions of culture and is up to date with contemporary cultural life.	K_W08
SKILLS		
U_01	The student is able to independently search, analyze, evaluate, select and practically use information on metaphysics and philosophical anthropology from various printed and electronic sources, and to formulate critical judgments on this basis, e.g. differences in editions.	K_U01
U_02	Has in-depth research skills including the analysis of classical and contemporary metaphysical and anthropological texts, synthesizing various views on understanding the world and human being, and the selection and construction of appropriate tools to study reality in a general existential aspect. Is able to use the method of metaphysics to the original solution of detailed philosophical problems and correctly develop and present the results of his research	K_U02
U_03	Is able to acquire philosophical knowledge and develop research skills on his own, on the basis of instruction given by an academic supervisor; is able to employ in typical professional situations some basic theoretical understandings, research paradigms and concepts characteristic for metaphysics and philosophical anthropology in the domain of the humanities.	K_U03
U_04	Is able to select proper and adequate instruments for interpreting and analysing metaphysical and anthropological texts, to summarize and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	K_U05
U-05	He can discuss problems in the field of metaphysics and philosophical anthropology, correctly argue in speech and writing using metaphysical and anthropological terminology, present the assumptions of other authors and the consequences resulting from their proposed solutions, critically evaluate own theses and formulate justified conclusions.	K_U06
U-06	Has an in-depth ability to write summaries, reviews and dissertations in the field of metaphysics and philosophical anthropology with the use of properly selected literature on the subject.	K_U07
U-07	He understands the need for improvement and lifelong	K_U10

	learning, is able to organize the learning process of other people, e.g. through the knowledge of the structure of lectures in metaphysics and philosophical anthropology and the detailed issues addressed in these lectures.	
	SOCIAL COMPETENCIES	
K_01	The graduate knows the metaphysical structure of efficient and purposeful causation as well as the stages of the decision-making act, thanks to which he is ready to properly define the order and weight of measures serving the implementation of a goal defined by himself or others.	K_K01
K_02	He is ready to make an in-depth analysis of reality and independently (after consulting experts) formulate proposals for solving problems related to understanding of the world and human person.	K_K02
K_03	He is ready to justify in philosophical and scientific discussions the importance of philosophy for shaping and preserving the cultural heritage of Europe, with particular emphasis on the contribution of the Lublin School of Philosophy to the development of Polish and world metaphysical thought. Is ready to perform professional roles responsibly, including observing the principles of professional ethics and demanding it from others in connection with previously acquired knowledge in the field of philosophical anthropology and ethics.	K_K03
K_04	He is ready to critically evaluate his own knowledge and the information received regarding the interpretation of the world, human person and culture.	K_K05

Course Content

The seminar deals with issues in the field of metaphysics, especially the method of metaphysical cognition, including metaphysical justification and explanation. It is realized through applying this method to research into selected problems in the field of particular metaphysics like anthropology, ethics, philosophy of law, philosophy of culture, philosophy of art, as well as philosophy of God and philosophy of religion. The methodical aspect of seminar includes discussing principles of philosophical text's analysis as well as techniques of writing philosophical reviews, and papers, especially formulating problems, preparing plans, making footnotes and bibliographies. Seminar makes possible the preparation of a diploma dissertation.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work of art analysis	Report	Protocol
W_02, 05	Working with text	Observation	Rating card
W_03	Guided practice	Written work	MA thesis
W_04	Discussion	Observation	Rating card
W_06	Case study	Observation	Rating card
SKILLS			

U_01	Writing text	Preparation of review	Evaluated text of the written work
U_02	Presenting the results of research	Preparation of the MA thesis	Evaluated text of the written work
U_04, 06	Textual analysis	Test of practical skills interpretation	Rating card
U_03, 07	Brainstorming discussion group	Implementation of the project	Rating card
U_05	Socratic conversation	Observation	Rating card
SOCIAL COMPETENCIES			
K_01, 03	Work in group	Observation	Protocol
K_02, 04	Discussion	Observation	Rating card

Grading criteria, weighting factors.....

(W) no credit: over 50% of negative ratings in the evaluation card.

Credit: over 50% of positive ratings in the evaluation card.

(U) no credit: not prepared texts or texts were negatively evaluated, over 50% of negative ratings in the evaluation card.

Credit: prepared texts were positively evaluated, over 50% of positive ratings in the evaluation card.

(KS) no credit: over 50% of negative ratings in the evaluation card.

Credit: over 50% of positive ratings in the evaluation card.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	120
Number of hours of individual student work	480

Literature

Basic literature
S. Kaminski, M. Kurdzialek, Z.J. Zdybicka (Ed), Theory of being. To Understand Reality, Lublin: TN KUL 1980.
S. Kamiński, On the Metaphysical Cognition. O poznaniu metafizycznym, trans. M. Stępień, Lublin: PTTA 2020.
S. Kamiński, On the Methods of Contemporary Metaphysics. Metody współczesnej metafizyki, trans. M. Stępień, Lublin 2019.
M.A. Krapiec, Metaphysics. An Outline of the History of Being, trans. Th. Sandok etc., New York: Mariel Publication 1991.
M.A. Krąpiec, I-Man: An Outline of Philosophical Anthropology, trans. M. Lescoe etc., New Britain: Mariel Publications 1983.
M.A. Krapiec, A. Maryniarczyk, The Lublin Philosophical School, trans. H. McDonald, Lublin: PTTA 2010.
S. Thomae de Aquino, In Librum Boethii De Trinitate, q. V et VI.

S. Thomae de Aquino, De Veritate, q. I.
Additional literature
G.P. Klubertanz SJ, Introduction to the Philosophy of Being. New York 1955.
J.E. Wippel, The Metaphysical Thought of Thomas Aquinas, Washington D.C. 2003.
J. Owens, An Elementary Christian Metaphysics. Houston: Center for Thomistic Studies 1985.
K. Wojtyła, The Acting Person, trans. by A. Potocki and ed. by A.-T. Tymieniecka, Dordrecht 1979.
K. Wojtyła, Love and responsibility, trans. G. Ignatik, Boston: Pauline Books & Media 2013.

COURSE SYLLABUS

Cycle from academic year 2022/2023

I.　General Information

Course name	Methods of Scientific Research
Programme	Filozofia w języku angielskim (Philosophy)
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Robeet Kublikowski

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	basic critical thinking skills

II.　Course Objectives

C1 to show the basic knowledge concerning semiotics and methodology.	
C2 to develop critical thinking.	

III.　Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student knows and understands the specific role of philosophy in shaping critical thinking.	W_01, W_02
W_02	Student knows and understands the main terminology of logic.	W_03, W_04
W_03	Student has well-ordered general knowledge from the area of semiotics and methodology.	W_05
	SKILLS	
U_01	Student possesses basic research skills - including formulating and analysing research problems, choosing research methods and instruments, elaborating and	U_02

	presenting results - which allow to solve philosophical problems.	
U_02	Student is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarise and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	U_05
U_03	Student is able to cooperate in a group.	U_11
SOCIAL COMPETENCIES		
K_01	Student is able to analyse situations and problems and formulate on his own propositions how to solve them.	K_02
K_02	Student understands the role of logic for lifelong learning and developing critical thinking competencies.	K_03
K_03	Student is able to evaluate critically received information.	K_05

IV. Course Content

1.Basic knowledge concerning semiotics (philosophy of language) and methodology.
2. Different types of sciences concerning language.
3. Semiotics as a formal science about language.
4. Sign: a definition, structure, functions (roles) and types.
5. Language: a definition, types, functions (roles) and structure.
6. Methodology as a science concerning methods.
7. Analysing.
8. Classifying and typologisation.
9. Defining.
10. Questionig.
11. Reasoning.
12. Arguing.
13. Persuasion.
14. Manipulation.
15. Discussion

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Lecture	2 oral revisions	Grades of the work in a group
SKILLS			
U_01	Analysis of a text	observation	Grades of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	observation	Grades of the work in a group

VI.   Grading criteria, weighting factors …

KNOWLEDGE

2 (unsatisfactory - fail) Student does not obtain basic knowledge concerning semiotics and methodology.

3 (satisfactory) Student obtains basic knowledge concerning semiotics and methodology.

4 (good) Student obtains knowledge concerning semiotics and methodology.

5 (very good) Student obtains a precise, well-ordered knowledge concerning semiotics and methodology.

COMPETENCE

2 (unsatisfactory - fail) Student is not able to analyse and understand basic knowledge concerning semiotics and methodology.

3 (satisfactory) Student is able to analyse and understand basic knowledge concerning semiotics and methodology.

4 (good) Student is able to analyse and understand in a fluent way basic knowledge concerning semiotics and methodology.

5 (very good) Student is able to analyse and understand in a fluent way advanced knowledge concerning semiotics and methodology. Student is able to put many interesting questions and to search for correct answers.

SOCIAL COMPETENCE

2 (unsatisfactory - fail) Student is not active in the learning process. Student is not able to put an interesting question and take a part in a discussion concerning semiotics and methodology.

3 (satisfactory) Student is active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

4 (good) Student is very active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

5 (very good) Student is very active in the learning process. Student is able to put many interesting questions and take a part in a discussion concerning semiotics and methodology.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	15
Number of hours of individual student work	45

VIII.   Literature

Basic literature
Ziembiński Z., *Practical Logic*, Warsaw: PWN 1976. Walton D., *Informal Logic: A Pragmatic Approach*, Cambridge: Cambridge University Press; 2008.
Additional literature
Kublikowski R., *Definition Within the Structure of Argumentation*, *Special Issue on Informal Logic and Argumentation Theory,* red. M. Koszowy, "Studies in Logic, Grammar and Rhetoric" 16 (29) 2009, s. 229-244.

COURSE SYLLABUS

Cycle from academic year 2022/2023

I.   **General Information**

Course name	Modern and Contemporary Disputes about the Nature of Person
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Piotr Gutowski, prof.

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	2	2

Course pre-requisites	

II.   **Course Objectives**

C1 – Knowledge of the main theories in modern and contemporary philosophical anthropology as well as their metaphysical and epistemological presuppositions
C2 – Ability to read with understanding and analyse philosophical anthropology texts.
C3 –Ability to reconstruct and evaluate arguments of philosophical anthropology, as well as to formulate and defend one's own views in the field.

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W03 W04 W05 W06 W09	Knows English terminology of main theories of philosophical anthropology, has well ordered and historically grounded general knowledge on the classical, modern and contemporary views on human person, has well ordered particular knowledge and is familiar with research problems connected with the nature of human being	K_W03 K_W04 K_W05, K_W06, K_W09
SKILLS		
U04	Is able to integrate knowledge taken from metaphysics, epistemology, logic, history of philosophy – and specifically history of modern and contemporary anthropology – and to apply it in non-typical professional situation	K_U04
SOCIAL COMPETENCIES		
K03	Is aware of the role of Western philosophical heritage in the	K_K03, K_K04

K04	field of philosophical anthropology and of the responsibility for preservation of this heritage	

IV.   Course Content

We will trace the following problems: relationship between humans and animals, humans and God, humans and artefacts (e.g artificial intelligence), individual human beings and society; identity of the same individual over time; the nature of mind, and the relationship between mind and body; the relationship between freedom, determinism, and indeterminism; the significance of the social dimension of human existence; the relationship between men and women in the context of contemporary gender theories. On our journey through the various solutions offered by modern and contemporary philosophers Descartes dualistic theory of human being will be the natural starting point, then we will discuss theories shaped by naturalism (e.g Hume, Feuerbach, Marx, Nietzsche, Freud, evolutionary naturalists like D. Dennett) and anti-naturalism (Kant, Hegel, Schleiermacher, James, Whitehead, Scheler, existentialists). In this context, the European and American personalism will be presented.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
K_W03 K_W04 K_W05 K_W06, K_W09	A Classical Text Analysis/A Discussion	An Observation	An Essay Evaluation/A Group Working Evaluation Card
SKILLS			
K_U04	A Classical Text Analysis/A Discussion	An Observation	An Essay Evaluation/A Group Working Evaluation Card
SOCIAL COMPETENCIES			
K_K03 K_K04	A Discussion	An Observation	An Essay Evaluation/A Group Working Evaluation Card

VI.   Grading criteria, weighting factors …

Fail: (W) – a student does not have a basic knowledge of the main concepts and methods in modern contemporary philosophical anthropology (U) – a student does not have a competence in analysing philosophical anthropology classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem (K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

Barely Pass: (W) – a student gained general but limited knowledge of the main concepts and methods in modern and contemporary philosophical anthropology (U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct philosophical anthropology classical texts (K) – student attends the classes, but is passive.

Good Pass: (W) – a student has gained a good knowledge of the main concepts and methods in modern and contemporary philosophical anthropology (U) – a student is able easily to demonstrate his knowledge on the main concepts and methods in contemporary philosophical anthropology and is able to apply the knowledge to a puzzling situaon; the student can analyse philosophical anthropology classical texts without any serious difficulty (K) – student is acve at the classes and is willing to broaden his knowledge

Very Good Pass: (W) – a student has systematized and wide knowledge of the main concepts and methods in modern and contemporary philosophical anthropology (U) – a student is highly competent as regards the analysis of the philosophical anthropology classical texts and is able easily to refer to the secondary sources (K) – student is continually active at the classes and takes an initiative with broadening his knowledge.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII. Literature

Basic literature
Excerpts from books by modern and contemporary philosophers prepared by course instructor.

Additional literature
John F. Crosby, *The Selfhood of the Human Person, Washington, D.C.: Catholic University of America Press, 1996)*; Thomas Nagel, *Mortal Questions*, Cambridge: Cambridge University Press 2012; Eric T. Olson, *What Are We?: A Study in Personal Ontology*: Oxford: Oxford University Press 2007; Scheler Max, *Man's Place in Nature*, translated by Hans Meyerhoff, New York: Noonday 1973; Max Scheler, *The Human Place in the Cosmos*, Evanston, Illinois: Northwestern University Press 2009; Roger Scruton, *On Human Nature*, Princeton-Oxford: Princeton University Press 2017; Leslie Stevenson, David L. Haberman, Peter MaEhews Wright, and CharloEe WiE, *Thirteen Theories of Human Nature*, New York-Oxford: Oxford University Press 2018.

COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	**Multimedial Scientific Presentation**
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	part-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Monika Dunin-Kozicka

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	2

Course pre-requisites	Basic knowledge of techniques to prepare multimedia presentations, public speaking and the ability to think critically and analyze scientific data

II. **Course Objectives**

C1. learning effective techniques for preparing multimedia presentations
C2. learning current ways of visual compilation and organisation of scientific data
C3. showing working methods in various software in the field of preparing multimedia presentations

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	knows and understands advanced methods of analysis and interpretation of various forms of philosophical and scientific statements	K_W07
W_02	knows and understands the basic principles of intellectual property management	K_W08
	SKILLS	
U_01	can search, analyze, evaluate, select and use information with the use of printed and electronic sources, and can formulate critical judgments on this basis	K_U01
U_02	has in-depth research skills, including the analysis of the works of other authors, the synthesis of various ideas and views, the selection of methods and construction of research tools, development and presentation of results, allowing for original	K_U01

	solving of complex philosophical and scientific problems	
U_03	is able to interact and work in a group, assuming various roles in it, is able to initiate and conduct a discussion regarding, in particular, the role of specific sciences in building a coherent image of the world	K_U11
SOCIAL COMPETENCIES		
K_01	is able to properly define priorities for the implementation of a task set by himself or others	K_K01
K_02	is aware of the value of detailed sciences and their limitations, knows the need to constantly expand and deepen their own knowledge, use its various sources and be interested in current scientific achievements and philosophical debates	K_K04

IV.   Course Content

How to use multimedia data presentation tools? How to organize content within these tools? How to create an interesting story from the information and data we have at our disposal? How to speak clearly about complex issues? How to talk about your research to inspire the audience? In particular, the following will be discussed: • Basic technical potentialities of programs for the preparation of multimedia presentations (Power Point, Keynote, etc.) • Forms of organization of scientific content with the use of multimedia presentations • Design of scientific presentations and creative use of multimedia tools • Contact with the recipient: effective and interesting presentation of content with the use of multi-media tools During the classes, students will share their own multimedia presentations they have developed.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	data analysis	Presentation	presentation file
W_02	data analysis	Presentation	presentation file
SKILLS			
U_01	data analysis	Presentation	presentation file
U_02-03	discussion	Observation	evaluation card
SOCIAL COMPETENCIES			
K_01-02	Discussion	Observation	Evaluation card

VI.   Grading criteria, weighting factors …

• **multimedia presentation in class (40%);**
• **attendance and participation in discussions (60%).**

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
- Bednarek, Józef (2012): Multimedia w kształceniu. Wyd. 1, dodr. 4. Warszawa: Wydawnictwo Naukowe PWN.   - Stączek, Marek (2016): Prezentacja publiczna. Mów komunikatywnie, oryginalnie, przekonująco! Wyd. 5, popr. Warszawa: EdisonTeam.pl.   - Wasylczyk, Piotr (2018): Prezentacje naukowe. Praktyczny poradnik dla studentów, doktorantów i nie tylko. Wydanie 1 - dodruk 2. Warszawa: Wydawnictwo Naukowe PWN.
Additional literature

COURSE SYLLABUS

Cycle from academic year 2022/2023

I.   **General Information**

Course name	Person, technoscience and values
Programme	Philosophy MASTERS
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	2

Course pre-requisites	Middle knowledge of English

II.   **Course Objectives**

C 1. Providing students with knowledge on crucial terms and axiological issues involved in a debate over science, technology and human values.
C 2 Equipping students with skills of discovering, analyzing, and interpreting value issues occurring in scientific and technological progres in the perspective of the human person.
C 3. Developing the attitude of sensitivity for values and value conflicts, the courage to formulate and defend judgments on this aspect of technoscience as well as the civil responsibility for the direction of techno-scientific progress.

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student knows contemporary terminology and views on the relationships between technoscience – values and their philosophical foundation	K_W01, K_W02, K_W03, K_W04, K_W05
W_02	Student understands personal, social and axiological consequences of techno-scientific progress	K_W01, K_W06, K_W07
W_03	Student recognizes connections between science and technology and other social systems as well as values involved	K_W07, K_W09

	in those relations	
	SKILLS	
U_01	Student notices and formulates axiological problems arising at the interface between science, technology, person, and society, and to propose - even hypothetical - solutions to the controversy and arguments in its favor	K_U01, K_U02, K_U04
U_02	Student analyses texts and institutional documents, to find and criticize their theses and argumentation in connection to the person, science, technology, and values	K_U05, K_U06, K_U09
U_03	Student finds, selects, and analyzes information from various traditional and electronic sources	K_U01, K_U04
	SOCIAL COMPETENCIES	
K_01	Student recognizes social and moral dimensions of science and technology and her civic responsibility for the direction of scientific progress	K_K02, K_K03
K_02	Student develops both critical and open attitude towards value issues, respecting ethics of science and technology	K_K03, K_K04, K_K05
K_03	Student develops skills and courage to participate in social debates on values in science and technology, and even initiate such discussions	K04, K_K05

IV. Course Content

1. Person as the creator of culture

2. The crucial terms of the debate: science, technology, technoscience values, progress (intellectual, technological, social, moral).

3. Technoscience and values – a map of controversies and problems.

4. Controversy over the value-freedom and value-ladenness of science and technology.

5. The rise and decline of the social contract for science/technology.

6. Participatory models of developing science and technology.

7. Risk society.

8. Technology assessment and Value-Sensitive Design approach as a responses to the value-ladenness of science and technology

9. Analysis of some contemporary controvercies – students will be presented with a list and short description of a given issue (for example: science-technology-democracy; politization of science and technology; expertize; AI as an acting agent, transhumanism) and they will choose those they would like to analyse deeper.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
	KNOWLEDGE		
W_01	Conversational lecture, work with text, guided discussion,	Observation, presentation, written paper	Written paper, presentation file, protocol
W_02	Problem lecture, guided	presentation, written	Written paper,

	discussion, work with text, case study		presentation file, protocol
W_03	Problem lecture, guided discussion, work with text, case study	presentation, written paper	Written paper, presentation file, protocol
SKILLS			
U_01	Case study, guided discussion	Observation, presentation, written paper	Written paper, presentation file, protocol
U_02	Textual analysis, group work, guided discussion, case study, PBL	Observation, presentation, written paper	Written paper, presentation file, protocol
U_03	Textual analysis, guided research	presentation, written paper	Written paper, presentation file, protocol
SOCIAL COMPETENCIES			
K_01	Discussion, brainstorming	observation	Observation report
K_02	Discussion, PBL	observation	Observation report
K_03	Discussion, PBL		Written paper, observation report

VI.   Grading criteria, weighting factors.
   to get a grade: activity during the class – 15%; presentation – 35%; written paper – 50%;
   to get only a signature: activity during the class – 40%; presentation – 60%

Pass with grades:
3 (satisfactory)
Knowledge: A student regularly attends classes, has some knowledge on debates in research ethics and is able to indicate at least some its philosophical underpinnings , understands key concepts and controversies involved in that debate; sees problems concerning the development of science and technology and its influence on societies and values.
Skills: A student is able to find and analyze problems discussed, to find common information necessary to prepare a presentation as well as paper; is able to find a topic and submits a paper; yet the paper has unclear structure and argumentation; no original ideas; many linguistic mistakes;
Social competences: A student cooperates with other students in discussions but provide no original remarks, sees the moraldimension of research and necessity of taking responsibility for the scientific progress but does not know institutional forms and documents of research ethics
4 (good):
Knowledge: A student attends classes, has very good knowledge of key concepts and problems of debates, is able to present and to criticize main views in those debates as well as indicate their philosophical underpinnings; sees problems concerning the techno-scientific progress and its impact on values.
Skills: A student is able to find original information; is able to find an original topic for a paper, submits a presentation/ paper on an important issue; the paper is clearly written, and has a good structure - clear thesis, good analysis of key concepts and argumentation; only minor linguistic mistakes; is able to indicate institutions and documents dealing with discussed issues;

Social competences: A student is able to find and analyze new controversies in debates on science-technology-values, eagerly engages in discussions on social and ethical consequences of the techno-scientific progress, formulates original remarks; accepts personal responsibility for values in/of science and technology;

5 (very good):

Knowledge: A student possess extensive knowledge of concepts as well as historical and current issues in debates in research ethics, knows institutional forms of dealing with those issues; knows and sees weaknesses and merits of views involved in those debates;

Skills: A student is able to find in traditional and digital sources original and topical information concernig debates on research ethics, is able to find new controversies, prepares a paper which fulfils basic requirements of scientific article

Social competences: A student looks for new controversies and formulates solutions, accepts personal responsibility for techno-scientific progress and moral/social values affected by it.

pass only with a signature:

knowledge: A student possesses some knowledge on problems discussed during the class; understands key concepts involved in debates over the relationship between science, technology, values and society; prepare a presentation as an introduction for discussion.

skills: A student able to analyze required readings, to sum up issues discussed during classes, to make some criticism of arguments presented (participated in class discussions), to find additional information on discussed issues;

social competences: A student engages in discussions, is able to discern important ethical and social problems in debates over the relationship between science, society and values, sees and argues for the necessity to take personal responsibility for science and its place in society.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
Bińczyk Ewa, *Technonauka w społeczeństwie ryzyka Filozofia wobec niepożądanych następstw praktycznego sukcesu, Toruń:* Wydawnictwo UMK, 2021.   Douglas, H (2009), Science, Policy, and the Value-Free Ideal, U. of Pittsburgh Press   Echeverria Javier (2003), „Science, technology, and values: towards an axiological analysis of techno-scientific activity", *Technology in society*, 25, 205-215.   Lekka-Kowalik, A. (2008), *Odkrywanie aksjologicznego wymiaru nauki,* Wydawnictwo KUL, Lublin.   Lizut, R. (2014) *Technika a wartości. Spór o aksjologiczną neutralność artefaktów*, Wydawnictwo Naukowe Academicon, Lublin.   Novotny H., P. Scott, M. Gibbons, Rethinking science – Knowledge and the Public in an Age of Uncertainty Cambridge: Cambridge University Press, 2003

Particular articles will be indicated for concrete case studies (important journals: "Ethics and Emerging Technologies", "Science, Technology, & Human Values", "Science and Engineering Ethics)

Additional literature

Abram, S., Introduction: science/technology as politics by other means, *Focaal—European Journal of Anthropology* 46 (2005): 3-20.

Beck, U., Risk Society: Towards a New Modernity, Sage Publications Ltd,1992

Bunge M. (1977), „Towards a technoethics", *The Monist*, 60, 96-107

Frodeman, R., Mitcham, C., „Beyond the Social Contract Myth: Integrating Science and the Common Good", Issues in Science and Technology, Summer 2000, Vol. 16 Issue 4, 37-41, http://issues.org/16-4/p_frodeman/

Hughes T.P. (2005), *Human-built Word How to Think about Technology and Culture*, Chicago: University of Chicago Press

Meijers A. (red.), (2009), *Philosophy of Technology and Engineering Sciences*, Amsterdam: Elsevier.

Mitcham C. (red.), (2005), *Encyclopedia of Science, Technology and Ethics*, Macmillan Reference USA.

Olsen, J.K.B., S. A. Pedersen i V. F. Hendricks (red.), (2009), *A Companion to the Philosophy of Technology,* Oxford*:* Blackwell Publishing Ltd.

Pitt Joseph C. (2000), *Thinking About Technology*. New York: Seven Bridges Press.

Salomon, J-J, "Science, technology, and democracy, *Minerva 2000, no.* **38:** 33–51.

Finding other relevant literature is part of students' tasks and is included into criteria of evaluation

KARTA PRZEDMIOTU

Cycle from academic year 2022/2023

   I.   Dane podstawowe

Nazwa przedmiotu	Philosophical Theories of Person
Nazwa przedmiotu w języku angielskim	Philosophical Theories of Person
Programme	Filozofia
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	30	1	2

Course pre-requisites	Basic knowledge of philosophical antropology at the level of the lecture for the first grade students of philosophy

   II.   **Course Objectives**

C1. The Participants will get acquintance with the most important historical concepts of human being, which influenced the process of elaboration the theory of human person.
C2. The Participants will get acquintance with the fundamentals of theories of person. As an example will be discussed this one elaborated in Lublin Philosophical School and compared to others known from modern and contemporary philosophy.

   III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	WIEDZA	
W04	Knows basic philosophical terminology in English language in Philosophical Anthropology	K_WO3,K_WO4
W03	Knows some terminology of main philosophical systems	K_WO3,K_WO4
W05	Has wel-ordered and historically grounded knowledge on classic Philosophical Anthropology	K_WO5
W06	Has wel-ordered particular knowledge from the area of of	K_WO6

	Philosophical Anthropology	
W09SKILLS	Possesses basic knowledge about university and is up to date with its cultural life	K_WO9
SKILLS		
U04	Is able to employ in typical situations some basic theoretical understandings about human being	K_UO4
UO11	Is able to cooperate and work in a group as a discussing person	K_UO11
SOCIAL COMPETENCIES		
K03	Can justify the role of philosophical anthropology and responsibility for preserving the cultural heritage of the region, country and Europe	K_KO3
K04	Participates in cultural life using various media and its various forms, is interested in current events and trends in philosophy and culture.	K_KO4

IV.   Course Content

During the converstory in the first part there will be analized the texts of main ancient and medieval authors, who elaborated the fundamentals of understanding of human being, which contributed to elaboration and the deepening of the concept of human person.

During the second part there will be analyzed the text of the main author of Lublin Philosophical School – M.A.Krąpiec – under the title „Man" published in Polish Universal Encyclopedia of Philosophy. This should lead to discovery of important elements of every concept of person and the relations among them. This would enable to understand how these elements occur in the other concepts of person and how the are related in other autors from various periods of history of philosophy.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
W04	Student's own work with the comanions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W03	Student's own work with the comanions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W05	Student's own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W06	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
W09	Discussion	observation	Report from observation
U04	Scientific discussion	observation	Report from observation

UO11	Instruction about methodology of discussion	observation	Report from observation
K03	Discussion	observation	Report from observation
K04	Discussion	observation	Report from observation

VI.   Grading criteria, weighting factors

activity during conversatory 20%, written work at the end of semester 60%, presence at the conversatory 20%.

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VII.   Literature

Basic literature
Lorenz, Hendrik "Ancient Theories of Soul". w: Stanford Encyclopedia of Philosophy. (Retrieved 2013-12-10.) M.A.Krąpiec, hasło "Człowiek" ("Man"), w: Powszechna Encyklopedia Filozofii, PTTA, Lublin 2001, t. II (c-d) , also with English translation. Spaemann, R: Persons: The Difference Between `Someone' and `Something', tł. O. O'Donovan, Oxford University Press 2006. V.Possenti, *Il Principio-persona*, Armando, Roma 2006 (pol. Transl.: *Osoba nową zasadą*, PTTA, Lublin 2017.)

Additional literature
S. Thomae Aquinatis... Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello, Taurini: Marietti, 1950. *internet   version   of   the   text   (13.06.2019):* http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75 *I-Man. An Outline of Philosophical Anthropology, transl. M.Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983; abr. version F. J. Lescoe, R. B. Duncan, NewBritain (Conn.) 1985;*

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Plato – the Republick
Programme	Philosopy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Pasterczyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	I-II	3

Course pre-requisites	The basic acquaintance with history of contemporary philosophy

Course Objectives

C1. The acquaintance with main problems of interpretation of Plato's Republic
C2. The obtention of the knowledge about analysis of Socratic arguments for philosophical understanding of the soul and state in Republic
C3. The obtention of the ability of interpretation of chosen antic and medieval philosophical positions from the point of view of the platonic anthropology

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	the student is acquainted with English terminology concerning the text of Plato's Republic	W03, W04
W_02	the student has general knowledge concerning the main problems of Plato's Republic	W05, W06
W_03	the student is acquainted with the role of Plato's Republic in the interpretation of social and cultural phenomena	W09
SKILLS		
U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of Plato's Republic	U04
U_02	the student is able to choose the proper tools for interpretation of	U05

	Plato's Republic and he/she is able to make the independent analysis of the dialogue	
U_03	the student has the ability of oral and writing argumentation interpreting Plato's Republic and he/she is in position to write short essays concerning the dialogue	U06, U07
SOCIAL COMPETENCIES		
K_01	the student is able to justify the role of philosophy in the cultural life	K03
K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04

Course Content

1.   The introduction to translation and interpretation of Plato's Republic, 2. The Interpretation of justice as the main problem of Plato's Republic, (book 1-2), 3. The interpretation of platonic theory of state – the social contract and the foundation of the state (book 2-3), 4. The interpretation of platonic theory of tripartite soul and cardinal virtues (book 4), 5. The interpretation of three knowledge pictures (book 6-7), 6. The interpretation of psychological aspects of five political constitutions, 7. The interpretation of the eschatological myth.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type	
KNOWLEDGE				
W_01	Conservatory lecture	Written paper	Evalueted written paper	
W_02	Text intepretation	Written paper	Evalueted written paper	
W_03	Discussion	Observation	Evaluation in the group	
SKILLS				
U_01	Text analysis	Written paper	Evaluation in the group	
U_03	Text analysis	Written paper	Evaluation in the group	
U_03	Text analysis	Written paper	Evaluation in the group	
SOCIAL COMPETENCIES				
K_01	Discussion	Observation	Evaluation in the group	
K_02	Work in differnt roles	Observation	Evaluation in the group	

Grading criteria, weighting factors.....

50% - presence and active participation in the classes
50% -written paper

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**45**

Literature

Basic literature:
1. The Republic of Plato, transl. A. Bloom, Basic Books 1991.
2. E. A. Havelock, Preface to Plato, Cambridge 1994.
Additional literature:
1. D. Nails, The People of Plato, Cambridge 2002.
2. J. Annas, An Introduction to Plato's Republic, Oxford 1981.
3. N. P. White, A Companion to Plato's Republic, Cambridge 1979.

Course Syllabus

Cycle from academic year 2022/2023

I.   **General Information**

Course name	POLISH PHILOSOPHY IN TWENTIETH CENTURY
Programme	PHILOSOPHY
Level of studies	SECOND (MA)
Form of studies	Full - time
Dyscypline	PHILOSOPHY
Language of Instruction	ENGLISH

Course coordinator/person responsible	Fr. dr habil. Piotr Pasterczyk

Type of classes*(use only the types mentioned below)*	Number of teaching hours	semester	Semester ECTS Points
tutorial	30	II	4

Course pre-requisites	1: The basic acquaintance with the history of contemporary philosophy
	2: Fluency in English

II.   **Course objectives**

O 1 – The acquaintance with the modern polish culture
O 2 – The obtention of the knowledge about the main streams of polish philosophy in the Twentieth Century

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
K01	The student possesses the knowledge and the understanding of philosophical reflection in shapiing of the culture in Poland in the Twentieth Century	K_W01
K02	The student has wide knowledge concerning the specificity of philosophy and its role in Polish history and culture of the Twentieth Century. Understands the dependence between the historical circumstances and the development of philosophical thought. Knows the terminology of main	K_W02
		K_W03

K03 _____ K04	philosophical systems present in Poland in the XX th Century. The student knows and understands the terminology applied by polish outstanding thinkers of the Twentieth Century The student obtains the general knowledge about the main philosophical positions in Poland in 20 th century.	K_W04 K_W05
	SKILLS	
S01	The student is able to analyze the works of different polish authors, to present the effects of these analysis and to explain the main ideas contained in philosophical text.	K_U02
S02 S03	The student is able to interpret philosophical text, to summarize and analyze philosophical arguments and indicate their basic statements and suppositions. The student is able to cooperate with the other members of the group in performing tasks undertaken during the classes.	K_U05 K_U11
	SOCIAL COMPETENCES	
K01	The student is able to justify the role of philosophy in the cultural life of Poland in 20 th Century	K03

IV.   Course Content

1. The Introduction to the modern polish philosophy. 2 The acquaintance with the history of the Lvov – Warsaw school and its chosen Representatives. 3 The polish neoscholasticism at the beginnings of the Twentieth Century. 4 The philosophy in the Catholic University of Lublin before the II world war. 5 The Lublin School of Philosophy. The thought of Karol Wojtyła.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Metody dydaktyczne *(lista wyboru)*	Metody weryfikacji *(lista wyboru)*	Sposoby dokumentacji *(lista wyboru)*
	KNOWLEDGE		
W_01	Tutrial lecture	discussion	protocol
W_02	Text interpretation	discussion	protocol
W_03	Text analysis	oral statement	protocol
W_04	Tutorial lecture	Discussion	protocol
W_05	Text analysis	Oral statement	protocol
	SKILLS		
U_01	Discussion	Observation	protocol
U_02	Discussion	Observation	protocol
U_03	Discussion	Observation	protocol
	SOCIAL COMPETENCES		
K_01	Discussion	Observation	protocol

VI.   Grading criteria, weighting factors:

The student's participation in the tutorial and the activity of the student during the classes. The capacity of the presentation, the understanding different philosophical positions. The capacity of formulating arguments during the discussion; the capacity of analyzing philosophical statements.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Numbers of hours of individual student work	**90**

VIII. Literatura

Basic Literature
Wojtyła, Love and Responsability, London 2009; L. Kołakowski, Metaphysical Horror, University of Chicago Press, Chicago 200; L. Kołakowski, Main Currents of Marxism: Its Rise, Growth and Dissolution, Clarendon Press, Oxford 1978; Brożek, Chybińska, Jadacki, Woleński, Tradition of the Lvov – Warsaw School Ideas and Continuations, Poznań 2016; Krąpiec, Maryniarczyk, The Lublin Philosophical School: Historical Development and Future Prospects, Studia Gilsoniana 4 (4), 2015 pp. 423 – 441.
Additional Literature
Tatarkiewicz, Outline of the History of Philosophy in Poland, The Polish Review vol. 18 (3) 1973, pp. 73 – 85, Bekrycht, Polish Jurispridence in the 20 th Century: A General Overviev, Review of Central and East European Law 45, 2020 pp. 181 – 199.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Problems and History of Ethics
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Wojciech Lewandowski

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	20

Course pre-requisites	Basic knowledge of concepts and theories in Ethics; sensibility to the contemporary moral issues

Course Objectives

Development of the scientific methods of research in Ethics
Accomplishment of Master Thesis

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student has well-ordered and historically grounded advanced knowledge on the classical, modern, and contemporary views, both those world-wide recognized and vernacular from Ethics and on its methodology	K_W03, K_W04,
W_02	Student has well-ordered particular knowledge and is familiar with research problems in a selected topic of his/her Master Thesis	K_W05, K_W06
W_03	Student knows and understands advanced methods of analyzing and interpreting various forms of ethical statements and is able to formulate his/her own thesis regarding a selected topic	K_W07, K_W08
SKILLS		
U_01	Student is able to select proper and adequate instruments for interpreting and analyzing a philosophical/ethical text, to summarize and analyze philosophical/ethical arguments as well as to identify their key thesis, assumptions and consequences and to offer his/her own thesis regarding a selected topic of his/her /Master Thesis	K_U01, K_U2
U_02	Student possesses the skill of argumentation and formulating conclusions in a written form, properly emloying specialist terminology and views of other authors and possesses the skill to defend his/her conclusions	K_U03
U_03	Student understands the need for lifelong learning, is able to inspire and organize the process of education for others	K_U10
SOCIAL COMPETENCIES		
K_01	Student is able to determine adequately priorities in completing a Master Thesis and similar research tasks	K_K01
K_02	Student is able to analyze thoroughly situations and problems and formulate on his/her own proposistions how to solve them	K_K02
K_03	Student participates in cultural and social life, utilizing its various forms and media, as well as is interested in current events and philosophical, cultural, social, religious and political trends	K_K04, K_K05

Course Content

The program of seminar is related to the ethical interests of students who are supposed to declare a topic of their research for the sake of Master Thesis

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Research work directed by a professor	Master Thesis	Opinion of a director and of a reviewer
W_02	SWOT Method	Report	Protocol
SKILLS			
U_01	Case study	Report or essay	Protocol
SOCIAL COMPETENCIES			
K_01	Problem Based Learning	Report	Protocol

Grading criteria, weighting factors…..

The work of a student is evaluated in every semester on the basis of a progress of realization of his/her Master Thesis.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	120
Number of hours of individual student work	480

Literature

Basic literature
Literature is in correspondence of a topic chosen by a student
Additional literature
Lindsay David, Scientific writing = thinking in words, Collingwood VIC: CSIRO PUBLISHING 2011.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	St. Thomas - Summa contra gentiles
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Tomasz Duma

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	Knowledge of metaphysics, philosophical anthropology and the history of philosophy at the undergraduate level in philosophy; good skills of commenting and interpreting philosophical texts.

Course Objectives

Acquainting with the methodology and content of one of the most important works of St. Thomas Aquinas *Summa contra gentiles*.
Acquainting with the method of metaphysical explanation of ontological, cosmological, anthropological and theological problems

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows the terminology of the philosophical thought of Thomas Aquinas, special developed in the *Summa contra gentiles*; Knows the terminology in the languages in which the work was written and its contemporary and counterparts in English.	W03, W04
W_02	Has well-ordered and historically grounded knowledge on the Greek sources of Thomas Aquinas thought, its medieval contexts, as well as its modern and contemporary continuations. Knows the contemporary interpretations of this thought world-wide known, and local as well.	W05
W_03	Has well-ordered peculiar knowledge concerning the problems and methods of metaphysical explanation present in the	W06, W09

	Summa contra gentiles, is familiar with current research in this area. Has a basic knowledge of the institution of intellectual culture and is familiar with contemporary philosophical and religion life.	
SKILLS		
U_01	Can integrate knowledge of metaphysics, philosophical anthropology and philosophical theology with knowledge acquired from various disciplines of the humanities and successful apply it in varied contexts.	U04
SOCIAL COMPETENCIES		
K_01	Is aware of the role of a metaphysical approach to the ontological, cosmological, anthropological and theological problems and importance of universal philosophical theories for the preservation of local and universal cultural heritage.	K03
K_02	Thanks to the acquired knowledge and skills, can actively participate in cultural life, is interested in events relevant to intellectual culture.	K04

Course Content

The tutorials are devoted to the analysis of selected issues from *Summa contra gentiles* of St. Thomas Aquinas. At the beginning, general information about the context of the preparation, specificity and layout of the work will be presented. Then the selected Summa chapters will be analysed, in which Thomas undertakes problems such as: distinguishing the order of natural and supernatural cognition, arguments for the existence of God, philosophical *creatio ex nihilo* theory, the problem of diversity of beings, the problem of the human soul, the specificity of human faculties, the problem of evil, the question of happiness and the goal of human life, God's providence.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work of art analysis	Paper	Paper file
W_02	Work with text	Test	Rating card
W_03	Conversational lecture	Oral test	Rating card
W_04	SWOT method	Observation	Observation report
SKILLS			
U_01	Textual analysis	Test of practical skills	Evaluated written paper
U_02	Group work	Observation	Rating card
SOCIAL COMPETENCIES			
K_01	Laboratory classes	Presentation	Rating card
K_02	Discussion	Observation	Observation report

Grading criteria, weighting factors.....

no credit (2) – presence and activity less than 50%, ability to analyze texts from the literature of the subject less than 50%, knowledge of subject literature less than 50%, the oral test on less than 50%.

credit: 3 – presence and activity over 50%, ability to analyze texts from the literature of the subject over 50%, knowledge of subject literature over 50%, the oral test on over 50%.

credit: 4 – presence and activity over 65%, ability to analyze texts from the literature of the subject over 65%, knowledge of subject literature over 65%, the oral test on over 65%.

credit: 5 – presence and activity over 80%, ability to analyze texts from the literature of the subject over 80%, knowledge of subject literature over 80%, the oral test on over 80%.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

Literature

Basic literature
S. Thomae Aquinatis, Summa contra gentiles, w: tenże, Opera Omnia, Editio Leonina, Rome: Commissio Leonine, 1934.
Additional literature
Chenu M. D., Toward Understanding Saint Thomas, trans. Albert M. Landry and Dominic Hughes, Chicago: Regnery, 1964. Whippel J., The Metaphysical Thought of Thomas Aquinas: From Finite Being to Uncreated Being, Washington D.C.: Catholic University of America Press, 2000. Whippel, Metaphysical Themes in Thomas Aquinas. Washington, D.C.: The Catholic University of America Press, 1984.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	St. Thomas – Summa Theologiae
Programme	Filozofia
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Stacjonarne
Discipline	Filozofia
Language of instruction	Angielski

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	60	I-II	4

Course pre-requisites	Basic knowledge of Latin from the course for philosophers

Course Objectives

C1. Exploring the sources of philosophical thought through the contact with the text of one of the most important medieval author St. Thomas Aquinas.
C2. To help the students to understand one of the most important philosophical texts of the middle ages.

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows basic philosophical terminology in English language in philosophical anthropology	W03, W04
W_02	Has well-ordered knowledge on Thomistic anthropology	W05
W_03	Has well-ordered particular knowledge about relations between soul and body, nature of the human soul, its essential qualities and basic powers – intellect and will	W06
W_04	Possesses basic knowledge about university and is up to date with its cultural life	W09
SKILLS		
U_01	Is able to employ in typical situations some basic theoretical understandings about human being	U04
U_02	Is able to cooperate and work in a group as a discussing person	U11

	SOCIAL COMPETENCIES	
K_01	Can justify the role of philosophical anthropology in formulating humanistic culture	K03
K_02	Participates in cultural life events involving the anthropological problems.	K04

Course Content

During the conversatory it will be analized the text of St. Thomas's *Summa theologiae* in it's anthropological part: I sem. - Part 1 of the *Summa theologiae*, q.75-76 (A structure of human being), II sem. - q.77-78 (A structure of human powers of cognition and action). If neccessary and helpful the english tanslation could be compared with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related anthropological problems.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
W_01	Student's own work with the comanions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student's own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W_03	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
W_04	Discussion	observation	Report from observation
U_01	Scientific discussion	observation	Report from observation
U_02	Instruction about methodology of discussion	observation	Report from observation
K_01	Discussion	observation	Report from observation
K_02	Discussion	observation	Report from observation

Grading criteria, weighting factors.....

Aktywność w trakcie zajęć, praca pisemna na zakończenie semestru, frekwencja na zajęciach.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	60
Number of hours of individual student work	60

Literature

Basic literature
S. Thomae Aquinatis... Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello, Taurini: Marietti, 1950. internet version of the text (13.06.2019): http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75

Additional literature
I-Man. An Outline of Philosophical Anthropology, transl. M.Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983; abr. version F. J. Lescoe, R. B. Duncan, NewBritain (Conn.) 1985;

COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	Structure, kinds and ways of resolving moral dilemmas
Programme	Philosophy in english
Level of studies	MA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Wojciech Lewandowski

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	1	2

Course pre-requisites	Basic knowledge in the field of metaethics and normative ethics

II. **Course Objectives**

C1: Discussion about main ethical views concerning the structure, kinds and ways of resolving moral dilemmas

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows the concept of a moral dilemma and understands difficulties it generates for ethical theories	W03, W04
W_02	Student knows main categories and distinctions concerning moral conflicts and metaethical assumptions behind them (plurality, symmetry and incomennsurability of values).	W05, W06
W_03	Student knows main arguments aimed at rejecting existence of moral dilemmas or at resolving them as well as main objections to these attempts	W05, W07, W09
SKILLS		
U_01	Student is able to analyze given moral dilemma in terms of colliding options and agent's moral reasons	U01, U04, K_U05
U_02	Student is able to formulate and justify assessment of a given proposition of resolving moral dilemma	U06, U11
SOCIAL COMPETENCIES		
K_01	Student is open to discussion and understands thoeretical and practical difficulties in finding plausible solution to tragic moral conflicts.	K02, K03, K04

IV. **Course Content**

1. Problems in defining moral dilemmas
2. Main arguments about the existence of moral dielmmas
3. Kinds of moral conflicts
4. Moral theories about moral dilemmas
5. The most discussed moral dilemmas (Sartre's student, Sophie's choice, Abraham dilemma)

V. **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	text analysis	essay	assessment of the essay
W_02	text analysis	essay	assessment of the essay
SKILLS			
U_01	discussion	presentation	assessment of presentation
U_02	discussion	presentation	assessment of presentation
SOCIAL COMPETENCIES			
K_01	discussion	presentation	assessment of

			presentation

VI.   Grading criteria, weighting factors …

Assesment of the essay: 50%, assessment of presentation: 50%.

Fail:
(W) – student doesn't have a basic knowledge about the concept of moral dilemma, main distinctions and methodological issues related to it
(U) – student is not able to give basic example of moral dilemma, ways of resolving it and analyze arguments and counterarguments present in contemporary debates
(K) – student is not engaged in the discussion, is not interested in making attempts to formulate and justify his position.

Barely Pass
(W) – student has limited knowledge about the concept of moral dilemma, main distinctions and methodological issues related to it
(U) – student barely can give basic example of a moral dilemma, ways of resolving it and analyze arguments and counterarguments present in contemporary debates
(K) – student attends the classes, but doesn't participate in discussion

Good Pass
(W) – student has a good knowledge knowledge about the concept of moral dilemma, main distinctions and methodological issues related to it
 (U) student is able to formulate morally relevant features of a given problem and describe upsides and downsides of a given solution;
(K) – student is active at the classes

Very Good Pass
(W) – student has systematized and wide knowledge about the concept of moral dilemma, main distinctions and methodological issues related to it
(U) – student is highly competent in analysis of moral dilemmas, and ways of resolving them
 (K) – student is very active at the classes

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
D. Statman, Moral dilemmas, Rodopi 1995.
H.E. Mason (ed.) Moral dilemmas and moral theory, Oxford University Press 1996.

W. Sinnott-Armstrong, Moral dilemmas, Blackwell 1988.
Additional literature
P.S. Greenspan, Practical guilt. Moral dilemmas, emotions and social norms, Oxford University Press 1995.

COURSE SYLLABUS

I.   General Information

Course name	Jacek Woroniecki Memorial Lectures
Programme	Jacek Woroniecki Memorial Lectures
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
lecture	30	II	2

Course pre-requisites	Proficiency in English on at least B2 level.

II.   Course Objectives

C1 - perfecting communicative skills in a foreign language on an academic level, taking into account the field of study.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	understands the expressions in a foreign language, including specialized terminology appropriate to the field of study	W04
SKILLS		
U_01	takes part in discussions in a foreign language on general topics and those related to the field of study, interprets extended statements and refers to presented arguments, uses a wide range of literature in a foreign language, including specialized literature relevant to the field of study	U08
SOCIAL COMPETENCIES		
K_01	recognizes the importance of knowledge and skills in a foreign language and culture of the country whose language he/she learns for professional development and functioning in society	U9

IV.   Course Content

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Lecture and discussion	Oral exam	Examination protocol
SKILLS			
U_01	Working with the text	Discussion	Worksheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Worksheet

VI.   Grading criteria, weighting factors

Oral exam - 70%

Activity during the classes - 30%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature

Additional literature

Course Syllabus

Cycle from study programme for cycle: 2022/2023

General Information

Course name	Analysis and Editing Scientific (Philosophical) Text
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	
	Prof. Jan Kłos

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	4

Course pre-requisites	None

Course Objectives

1.	Familiarizing with the rules of analysis and editing of the philosophical text
2.	Acquiring the ability to analyze philosophical texts
3.	Acquisition of skills to prepare scientific texts, especially philosophical ones

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows and inderstands advanced methods of analysing and interpreting various forms of philosophical statments (and other scientific statments)	W07
SKILLS		
U_01	Student possesses extended research skills (formulating and analyzing works of other authors, synthesizing different ideas and views, choosing research methods and creating instruments, presenting results of others and his/her research.	U02
U_02	Student is able to select proper instruments for analyzing and interpreting a philosophical texts, he/she analyzes philosophical arguments, assumptions and consequenses.	U05
SOCIAL COMPETENCIES		
K_01	Student is able to analyze thoroughly situations and problems and formulate on his own propositions how to solve them.	K02

Course Content

Recognizing the specificity of a scientific, philosophical text, with the rules of analysis and interpretation, especially summarizing, identifying the main and partial theses, premises, presumptions and conclusions of the author of the philosophical text, analysis and interpretation of selected philosophical texts, writing a philosophical text

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Discussion	Observation	Evaluation protocol
SKILLS			
U_01 U_02	Text analysis	Observation, written work	Evaluation protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation protocol

Grading criteria, weighting factors.....

Participation in the discussion, attendance at classes - 60%, written work - 40%

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

Literature

Basic literature
G. Stourzh, R. Lerner (eds.), *Readings in American Democracy*, New York: Oxford University Press, 1966; D. Attridge, *The Singularity of Literature*, London and New York: Routledge, 2017; A. O'Hear (ed.), *Logic, Thought and Language*, Edinburgh: Cambridge University Press, 2002.
Additional literature
R. A. Katula, *Communication. Writing and Speaking*, Little, Brown and Company 1983.

Course Syllabus

Cycle from study programme for cycle: 2022/2023

General Information

Course name	Aristotle – Metaphysics
Programme	Filozofia
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	1	2

Course pre-requisites	A knowledge of the ancient Greek at the level of a Greek lectorate for philosophers would be desired. Additionally it will be useful a knowledge of an popular modern language (french, German, Italian , Spanish)

Course Objectives

C1. Exploring the sources of philosophical thought through the conctact with the text of one of the most important ancient author.
C2. To help the students to understand one of the most important philosophical texts of the antiquity.

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows basic philosophical terminology in English language in Aristotle's *Metaphysics*	W03, W04
W_02	Has wel-ordered knowledge on main metaphysical problems presented in Aristotle's *Metaphysics*	W05
W_03	Has wel-ordered particular knowledge about concept of substance, theory of causes and being compositions discovered by Aristotle.	W06
SKILLS		
U_01	Is able to employ in typical situations basic theoretical understandings of concept of substance, theory of causes and being compositions discovered by Aristotle.	U04

U_02	Is able to cooperate and work in a group during the scientific discussion about the text interpretation of Aristotle's *Metaphysics* and understanding theoretical issues in it.	U11
	SOCIAL COMPETENCIES	
K_01	Can justify the role of metaphysical knowledge in understanding the fundamentals of the cultural heritage of the European civilisation.	K03

Course Content

During the conversatory it will be analized the text of Aristotle's Metaphysics and if neccessary and helpful – comparision with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related philosophical problems.

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
W_01	Student's own work with the comanions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student's own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W_03	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
U_01	Discussion	observation	Report from observation
U_02	Instruction about methodology of discussion	observation	Report from observation
K_01	Discussion	observation	Report from observation
K_02	Discussion	observation	Report from observation

Grading criteria, weighting factors.....

Student's activity during the tutorial, written essay at the end of semester, the presence in the time of tutorial.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

Literature

Basic literature
Aristotle, *Metaphysics; Oeconomica, Magna Moralia*, transl. C.Armstrong, Loebb Classical Library, London 1957.
Arystoteles, *Opera omnia. Graece et Latinae cum indice nominum et rerum absolutissimo*, Parisiis 1850.
Additional literature
Benselers Griechisch - Deutsch Woerterbuch, Leipzig 1990.
A Greek-English lexicon, compiled by H.G. Liddell and R.Scott, Oxford 1968.
Metaphysics. An Outline of the Theory of Being, tłum. Th. Sandok, Mariel Publications, New York 1991.

COURSE SYLLABUS

Cycle from academic year 2022/2023

I.   **General Information**

Course name	Aristotle - Nicomachean Ethics – On the Soul (De Anima)
Programme	JP II Philosophical Studies
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Piotr Pasterczyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	45	I + II	3

Course pre-requisites	The basic acquaintance with history of antic philosophy

II.   **Course Objectives**

C1. The acquaintance with main problems of *Nicomachean Ethics and On the Soul*'s interpretation
C2. The obtention of the knowledge about Aristotelian arguments for philosophical understanding of the soul, human action and the good
C3. The application of the Aristotelian theory of soul and action in the interpretation of chosen positions in the antic and medieval anthropology

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	the student is acquainted with english terminology concerning the text of *Nicomachean Ethics and On the Soul*	W03, W04
W_02	the student has general knowledge concerning the main problems of *Nicomachean Ethics and On the Soul*	W05, W06
W_03	the student is acquainted with the role of *Nicomachean Ethics and On the Soul* in the interpretation of social and cultural phenomena	W09
SKILLS		
U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of *Nicomachean Ethics and On the Soul*	U04

U_02	the student is able to choose the proper tools for interpretation of *Nicomachean Ethics and On the Soul* and he/she is able to make the independent analysis of the dialogue	U05
U_06	the student has the ability of oral and writing argumentation interpreting *Nicomachean Ethics and On the Soul* and he/she is in position to write short essays concerning the dialogue	U06, U07
U_11	The student can cooperate and work in the group	U01, U02
SOCIAL COMPETENCIES		
K_01	the student is able to justify the role of philosophy in the cultural life	K03
K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04

IV.   Course Content

The introduction to translation and interpretation of *Nicomachean Ethics* and *On the Soul* , 2. The interpretation of human action as the basic problem of Aristotelian practical philosophy, 3. The interpretation of the theory of soul in *Nicomachean Ethics* (EN, 1. 3), 3. The interpretation of the theory of soul in *On the Soul* (DA, 3), 4. The genesis of the concept of the will in *Nicomachean Ethics* a (EN 3), 5. The problem of the good from the ethical and dianoethical point of view (EN 1-2, 6)

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Tutorial lecture	Written paper	Evalueted written paper
W_02	Text intepretation	Written paper	Evalueted written paper
W_…	Discussion	Observation	Evaluation in the group
SKILLS			
U_01	Text analysis	Written paper	Evaluation in the group
U_02	Text analysis	Written paper	Evaluation in the group
U_….	Text analysis	Written paper	Evaluation in the group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation in the group
K_02	Work in differnt roles	Observation	Evaluation in the group

VI.   Grading criteria, weighting factors …
VII.   50% - presence and active participation in the classes
VIII.   50% -written paper

IX.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**45**

X.   **Literature**

Basic literature
1. Nicomachean Ethics, transl. D. Ross, Oxford 2009.
2. De Anima, tłum. D. W. Hamlyn, Oxford 1993.
Additional literature
1. A. Rorty, (ed.), Essays on Aristotle's Ethics, Berkeley1980.
2. J. Cooper, Reason and Emotion, Princeton 1999.
3. A. MacIntyre, After Virtue, London 1981.
3. D. Bostock, Aristotle's Ethics, Oxford 2000.

Course Syllabus

Course from study programme for the cycle: 2022/2023

General Information

Course name	Augustine - On the free choice (De libero arbitrio)
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Pasterczyk

Course coordinator/person responsible	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	Basic knowledge of history of ancient and medieval philosophies

Course Objectives

C1. The acquaintance with main problems of interpretation of St. Augustine's *On the free choice of the will*
C2. The obtention of the knowledge about analysis of Augustinian arguments for philosophical understanding of the will and soul in *On the free choice of the will*
C3. The obtention of the ability of interpretation of chosen antic and medieval philosophical positions from the point of view of the Augustinian understanding of the will

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	the student is acquainted with english terminology concerning the text of *On the free choice of the will*	W03, W04
W_02	the student has general knowledge concerning the main problems of *On the free choice of the will*	W05, W06
W_03	the student is acquainted with the role of *On the free choice of the will* in the interpretation of social and cultural phenomena	W09
SKILLS		

U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of *On the free choice of the will*	U04
U_02	the student is able to choose the proper tools for interpretation of *On the free choice of the will* and he/she is able to make the independent analysis of the dialogue	U05
U_03	the student has the ability of oral and writing argumentation interpreting *On the free choice of the will* and he/she is in position to write short essays concerning the dialogue	U06, U07
SOCIAL COMPETENCIES		
K_01	the student is able to justify the role of philosophy in the cultural life	K03
K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04

Course Content

1. The introduction to translation and interpretation of St. Augustine's *On the free choice of the will*, 2. The interpretation of the human soul in *On the free choice of the will* from the point of view of platonic Republic , 2. The interpretation of the evil's Genesis from the point of view of platonic theory of soul in *On the free choice of the will*, 3. The interpretation of the will as latin *voluntas* and *liberum arbitrium* in *On the free choice of the will*, 4. The interpretation of Augustinian proof for God's existence in *On the free choice of the will*

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Didactic methods	Forms of assessment	Documentation type	
KNOWLEDGE				
W_01	Conservatory lecture	Written paper	Evalueted written paper	
W_02	Text intepretation	Written paper	Evalueted written paper	
W_03	Discussion	Observation	Evaluation in the group	
SKILLS				
U_01	Text analysis	Written paper	Evaluation in the group	
U_03	Text analysis	Written paper	Evaluation in the group	
U_03	Text analysis	Written paper	Evaluation in the group	
SOCIAL COMPETENCIES				
K_01	Discussion	Observation	Evaluation in the group	
K_02	Work in differnt roles	Observation	Evaluation in the group	

Grading criteria, weighting factors.....

50% - presence and active participation in the classes

50% -written paper

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

Literature

Basic literature
1. Augustine – On the Free Choice of the Will, transl. P. King, Cambridge 2010.
Additional literature:
1. J. Rist, Augustine: Ancient Thought Baptized, Cambridge, 1994.
2. G. Matthew, Augustine, Oxford, 2005.
3. A. D. The Theory of Will in Classical Antiquity, Berkeley, 1982.

COURSE SYLLABUS

Course from study programme for the cycle: 2022/2023

I.   **General Information**

Course name	Contemporary Polish Culture
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Anna Kawalec

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	60	2	7

Course pre-requisites	none

II.   **Course Objectives**

1.	Introduction to the most important historical events and cultural facts of Poland and European culture
2.	Acquisition of the ability to recognize, analyze and interpret Polish cultural events in the context of history and contemporary cultural trends in Europe

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student possesses knowledge and understanding of the role of cultural and philosophical reflection on reality	W01
W_02	Possesses extended knowledge on the place and meaning of philosophy in relation to culture and methodological specifity of philosophy and knowledge about culture	W02
W_03	Knows terminology of main philosophical and cultural attitudes	W03
W_04	Knows basic philosophical terminology in a selected foreign language in one of the philosophical subdisciplines (esp. H and Aesthetics)	W04
W_05	Has ordered and historically grounded general knowledge on the Polish history, culture, and art	W05
SKILLS		
U_01	Possesses research skills – esp. which allow formulating original solutions to complex social, cultural, and philosophical problems	U02

U_02	Is able to interprete a philosophical and cultural, historical texts	U05
U_03	Is able to cooperate and work in a group, preparing different forms of presentation	U11
SOCIAL COMPETENCIES		
K_01	Participates in cultural life, and is interested in current events and philosophical and cultural trends	K_K04

IV. Course Content

Introduction to contemporary Polish culture in the context of the most important historical and social events in Poland, the European context, the most important cultural events in Poland in the context of the current European trends, visiting selected cultural institutions, interpretation of the main artistic phenomena, mainly visual arts and performative activities in the social-political context.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Conversational lecture	Presentation, discussion	presentation
W_02	Conversational lecture	Presentation, discussion	presentation
W_03	Work with cultural text	Presentation, discussion, observation	Presentation, sheet
W_04	Conversational lecture	presentation , discussion	presentation , sheet
W_05	Conversational lecture	presentation , discussion	Presentation, sheet
SKILLS			
U_01	Textual analysis	observation	sheet
U_02	Textual analysis	observation	sheet
U_03	Work of art analysis	observation	sheet
SOCIAL COMPETENCIES			
K_01	SWOT method	observation	sheet

VI. Grading criteria, weighting factors

Participation in the discussion, participation in classes 60%, presentation 40%

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**150**

VIII. Literature

Basic literature
The choice of literature, artistic works and visual materials depends on the group and e.g., Davies N., *God's playground. A History of Poland*, Oxford 2010, *Encyklopedia kultury polskiej XX wieku.* Tom 1, red. A. Kłoskowska, Wrocław 1991. Tom 2 red. J. Bartmiński, Wrocław 1993, Joanna Knaflewska, Wiesław Kot: *Księga kultury polskiej: kultura i nauka, literatura: ilustrowana encyklopedia tematyczna*, Wyd. Publicat, 2007.
Additional literature
Zamoyski J., The Polish Way: A Thousand-Year History of the Poles and Their Culture, John Murray 1987; Fragments from masterpieces of classic Polish literature and films, documentary videos, Websites, e.g. https://culture.pl/

COURSE SYLLABUS

Cycle from academic year 2022/2023

I   General Information

Course name	The Drama of Human Freedom and Its Anthropological Foundations
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	1	2

Course pre-requisites	General knowledge about philosophy

II   Course Objectives

C1. Acquiring an ability to read and analyse philosophical texts on free will and freedom
C2. Acquiring an ability to reconstruct and evaluate philosophical arguments
C3 Acquiring knowledge about philosophical discussions of human freedom (especially ancient discussion)

III   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Acquiring knowledge of problems, arguments and solutions involved in discussions about human freedom	K_W01, K_W02, K_W03, K_W04, K_W05
W_02	The paricipants acquire knowledge about philosophical terms and notions concerning free will and freedom	K_W01, K_W02, K_W03, K_W04, K_W05,K_W06, K_W09
	SKILLS	
U_01	Ability to read with understanding and analyse philosophical texts	K_U05
U_02	Ability to discuss philosophical problems concerning freedom	K_U02, K_U04,

		K_U11
SOCIAL COMPETENCIES		
K_01	The participants can justify the role of philosophy in culture	K_U11, K_K04, K_K03

IV   Course Content

The aim of the class is to introduce students into the main concepts and problems about human freedom. The students will read and analyze ancient treatise written by Alexander of Aphrodisias *De fato*, write a paper about *Discourses* by Epictetus.

V   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01, W_02	Lecture, textual analyse	paper	Protocol / report printout/ report file
SKILLS			
U_01, U_02	In class discussion	discussion	Protocol / report printout/ report file
SOCIAL COMPETENCIES			
K_01	In class discussion	discussion	Protocol / report printout/ report file

VI   Grading criteria, weighting factors

Grades will be based upon weekly assignments, regular attendance, paper (interpretation of some philosophical texts), activity during classes

VII   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII   Literature

Basic literature
Alexander of Aphrodisias, On Fate Epictetus, Discourses

Additional literature
G. Reale, History of Ancient Philosophy

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Elements of Metaphysics and Philosophical Anthropology
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Katarzyna Stępień

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	4

Course pre-requisites	W1-Basic knowledge in the domain of history and culture
	W2 -The skill of critical thinking

Course Objectives

C1-Introduction into the specificity of metaphysics and philosophical anthropology
C2-Introduction to the history of metaphysics (selected concepts of being) and philosophical anthropology (main concepts of man)
C3-Introduction to system of metaphysics and philosophical anthropology

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	W1-Knowledhe about basic terminology and elements of the methodology of metaphysics and philosophical anthropology	W03, W04
W_02	W2-Knowledge of history of philosophical understanding of being and man (main interpretations)	W05
W_03	W3-Basic knowledge regarding the realistic concept of being and the ontic structure of man, human action and the specificity of the person	W01
SKILLS		
U_01	Student is able to summarize and analyze philosophical texts in the domain of Metaphysics and Anthropology, identifies their main theses, assumptions and consequences	U05
U_02	Student is able to cooperate and work in a group, playing	U11

	different role in it	
	SOCIAL COMPETENCIES	
K_01		

Course Content

I. Elements of methodology (specificity and tasks of metaphysics and philosophical anthropology (content of classes), purpose of the study, properties, object-matter, definitions) II. Elements of history of metaphysics and anthropology - selected concepts of being and man (a monistic, dualistic, pluralistic, realistic interpretation of world) III. Selected elements of the system of metaphysics (being and its properties (so-called transcendentals), structure of being (essence and existence, potency and act, matter and form, substance and potencies), causality, analogy and ontic participation IV. Selected elements of the system of philosophical anthropology (human fact available in internal and external experience, structure of human being - composition of soul and body, man as a person (personal features) - nature - culture, human cognition, morality, art and technics, religion, philosophical interpretation of death)

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Elements od conversation lecture	Written work	Assessment of the text of the written paper
W_02	Work with selected texts	Written work	Assessment of the text of the written paper
W_03	Discussions	Observation	Group performance appraisal card
SKILLS			
U_01	Analysis of texts	Written work	Group performance appraisal card
SOCIAL COMPETENCIES			

Grading criteria, weighting factors.....

Insufficient grade

(W) The student is not able to discuss the methodological status of metaphysics and philosophical anthropology and to show their attitude to other sciences. He does not know the terminology of the basic concepts of metaphysics and philosophical anthropology. He does not have historically ordered knowledge introducing selected concepts in the domain of metaphysics and philosophical anthropology

(U) The student is not able to use the basic concepts proper to metaphysics and philosophical anthropology. Cannot analyze philosophical arguments in the domain of metaphysics and anthropology, identify their main theses, assumptions and consequences

(K) The student is not able to undertake discussions and formulate proposals for their solution

Sufficient grade

(W) The student has a minimal knowledge of the terminology of metaphysics and philosophical anthropology. He has got general knowledge about various concepts in the domain of metaphysics and philosophical anthropology

(U) The student is able to use the basic concepts proper to metaphysics and philosophical anthropology to a minimal extent. He can summarize philosophical texts in the domain of metaphysics and anthropology, and he can minimally identify their main theses, assumptions and consequences

(K) The student undertakes minimal discussions and tries to formulate proposals for their solution

Good grade

(W) The student is able to discuss the methodological status of metaphysics and philosophical anthropology and show their relations to other sciences. He knows the terminology of basic concepts of being and of man. He has got an ordered historical knowledge introducing selected concepts in the domain of metaphysics and philosophical anthropology

(U) The student is able to use the basic concepts of metaphysics and philosophical anthropology to a satisfactory degree. Is able to summarize and analyze philosophical texts in the domain of metaphysics and anthropology, as well as identify their main theses, assumptions and consequences

(K) The student is able to undertake problem discussions and formulate proposals for their solution

Very good grade

(W) The student is able to present the methodological status of metaphysics and philosophical anthropology and show their specificity to other sciences. He has got mastered terminology in the domain of metaphysics and philosophical anthropology. He has got historically ordered knowledge about this topic

(U) Student is able to fluently use basic concepts appropriate to metaphysics and philosophical anthropology. He is able to independently analyze philosophical texts, pointing out the main theses, assumptions and consequences of metaphysical and anthropological concepts

(K) Student eagerly takes up problem discussions, actively joins the course of classes and formulates his own solutions proposals

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	90

Literature

Basic literature
Metaphysics:
1. Mieczysław A. Krąpiec, Metaphysics. An Outline of the Theory of Being, transl. Th. Sandok, New York: Mariel Publications 1991
2. Andrzej Maryniarczyk, The Monistic and Dualistic Interpretation of Reality, transl. by Hugh McDonald, Lublin 2010 (in the series "Notebooks on Metaphysics" No. 1-6)
3. A. Maryniarczyk, The Pluralistic Interpretation of Reality, transl. by Hugh McDonald, Lublin 2011
4. A. Maryniarczyk, The Realistic Interpretation of Reality, transl. by Hugh McDonald, Lublin 2015
5. A. Maryniarczyk, Rationality and Finality of the World of Persons and Things, transl. by Hugh McDonald, Lublin 2016
6. A. Maryniarczyk, On Causes, Participation and Analogy, transl. by Hugh McDonald, Lublin 2017
7. A. Maryniarczyk, Discovery of the Internal Structure of Beings, transl. by Hugh McDonald, Lublin-Roma 2018
Methodology of Metaphysics:
8. Stanisław Kamiński, On the Methodology of Metaphysics - Z metodologii metafizyki, transl. by Maciej B. Stępień, Lublin 2018 (in the series „The Lublin Philosophical School"),
9. S. Kamiński, On the Methods of Contemporary Metaphysics – Metody współczesnej metafizyki, transl. by Maciej B. Stępień, Lublin-Roma 2019
Philosophical Anthropology:
10. M. A. Krąpiec, I-Man. An Outline of Philosophical Anthropology, transl. M. Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983
11. Karol Wojtyła, Considerations on the Essence of Man – Rozważania o istocie człowieka, transl. by John Grondelski, Lublin 2016.
Additional literature
12. M. A. Krąpiec, On Man, The Reverend Professor Albert Mieczysław Krąpiec OP in Conversation with Romuald Jacob Weksler-Waszkinel, transl. by W. Hansen, Lublin 2012
13. M. A. Krąpiec, Anthropology, in: Universal Encyclopedia of Philosophy (ptta.pl/pef/).

COURSE SYLLABUS

Cycle from academic year 2022/2023

I. **General Information**

Course name	Epistemology of religious beliefs
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	prof. dr hab. Jacek Wojtysiak

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	2

Course pre-requisites	No

II. **Course Objectives**

C1 - understand the nature of various religious beliefs
C2 - understand the ways in which religious beliefs are justified
C3 - perceive the rationality and life significance of religious beliefs

III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows terminology of different approaches to the philosophy of religion	K_W03, K_W04
W_02	Integrates issues of the philosophy of religion with issues of epistemology (in historical and analytical approach)	K_W05, K_W06
W_03	Understands the role of religion in culture	K_W09
SKILLS		
U_01	Possesses the ability to integrate knowledge of philosophy of religion, epistemology and metaphysics	K_U04
SOCIAL COMPETENCIES		
K_01	Is able to justify the importance of philosophy and religion	K_K03

	in culture	
K_02	Is interested in current trends in culture, religion and philosophy	K_K04

IV.   Course Content

1. Definition and typology of religious beliefs. 2. Cognitive and non-cognitive functions of religious beliefs. 3. The justification of theistic religious beliefs. 4. The justification of specifically Christian religious beliefs. 5. Non-Christian religious beliefs: theistic and non-theistic.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Presentation	Protocol
W_02	SWOT method	Written paper	Evaluated written paper
W_03	Case study	Presentation	Protocol
SKILLS			
U_01	Textual analysis	Test of practical skills	Protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Presentation	Protocol
K_02	Participant observation method	Test of practical skills	Protocol

VI.   Grading criteria, weighting factors …

The final grade includes: a grade from the completion (50%), a grade from the written work (30%), a grade from discussion (20%)

Knowledge:

During the completion a student is supposed to answer 2 issues. The answer is assessed as following:

2 – a student answers to no issues or answers only to one, or her answer is chaotic, she does not know terminology, she cannot reconstruct problems and positions despite the teacher's clues

3 – a student answers both questions, but her answer is chaotic, with many errors; problems and positions are recognized only with the teacher's help, a student does not know details

4 – a student answers both questions, speaks in a communicative way, commits few mistakes, is able to give a detailed analysis of problems and positions with no teacher's help

5 – a student provides a fluent presentation, testifying her independent reflection, can state problems on her own and suggests solutions to them

The written work is assessed as follows:

2 – a student has not provided the work, or the work is not her independent achievement, is chaotic, with wrong terminology, deficient definitions, and wrongly stated problems and solutions

3 – a student has written a work in a communicative language, with no serious language mistakes, with few essential errors as to the problems and positions
4 – a student has provided a good work and stated problems and positions correctly
5 - a student has provided a good work, stated problems and positions correctly, and sketched her opinion about them

The evaluation of the discussion on the text:
2 - a student does not participate in the discussion or has not read the text
3 – a student has read the text but cannot say anything about it, does not justify her theses
4 – a student has read the text, can talk about it, justifies her theses but commits some mistakes
5 – a student has read the text, can talk about it, justifies her theses and answers, suggests original approaches to the issues

SKILLS:
The written work is assessed as above.

SOCIAL COMPETENCIES
2 – a student does not participate in discussions or violates social norms governing them
3 – a student participates in the discussion, does not violates norms
4 – a student initiates discussions
5 – a student initiates discussions, points to their role in the social life, places them in the broader background of everyday and scientific practices as well

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	30

VIII. Literature

Basic literature
J. Wojtysiak, *Introduction to Natural Theology* (manuscript)
Additional literature
Flint Thomas P., M Michael C. Rea (red.). 2009. *The Oxford Handbook of Philosophical Theology*. Oxford: Oxford University Press 2009. S. 129-144
Murray Michael J., Rea Michael. 2008. *An Introduction to the Philosophy of Religion*, Cambridge: Cambridge University Press

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Epistemology: Philosophy of Mind
Programme	Philosophy (Filozofia – grupa w języku angielskim)
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Piwowarczyk, prof. KUL

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	20

Course pre-requisites	none

Course Objectives

C1. To inform students about formal principles concerning PhD and MA theses
C2. To present partial results of research
C3. To arrange, prepare and complete PhD and MA theses

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student knows advanced terminology concerning the topic which is selected for his/her PhD or MA thesis	K_W03, K_W04
W_02	student knows both traditional and recent formulations of the problems he/she deals with and knows traditional and new solutions to them	K_W05, K_W06, K_W07
W_03	student knows basic norms of the intellectual property law	K_W08
SKILLS		
U_01	student is able to find, state and present particular problems concerning the selected topic	K_U02, K_U07
U_02	student is able to suggest his/her own solutions to the analyzed problems	K_U03, K_U06, K_U10
SOCIAL COMPETENCIES		
K_01	student presents his/her PhD or MA thesis in communicable	K_K01, K_K02, K_K03

	language	

Course Content

Students present their partial results, present projects of dissertations and present succeeding chapters

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01 W_02 W_03	directed research (seminar work)	written work	assessed work (project, reports, chapters, the whole dissertation)
	discussion	observation	report
SKILLS			
U_01 U_02	directed research (seminar work)	written work	assessed work (project, reports, chapters, the whole dissertation)
	discussion	observation	report
SOCIAL COMPETENCIES			
K_01	directed research (seminar work)	written work	assessed work (project, reports, chapters, the whole dissertation)
	discussion	observation	report

Grading criteria, weighting factors.....

This is the completion without a mark. A student gets the completion if he/she presents the project of a dissertation and partial reports or chapters or the whole dissertation and if he/she takes part in the discussions.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	120
Number of hours of individual student work	480

Literature

Basic literature
There is no common list of literature, because it depends on particular topics selected for PhD and MA theses.

COURSE SYLLABUS

Cycle from study programme for cycle: 2022/2023

    I.   **General Information**

Course name	Ethical and Axiological Foundations of Political Systems
Programme	Ethical and Axiological Foundations of Political Systems
Level of studies	II
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Małgorzata Borkowska-Nowak

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	

    II.   **Course Objectives**

C1: Discussion on the values and moral principles underlying political systems
C2: Reflection on the possibility and limitations of reconciling community goals with system goals

    III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Has well-ordered knowledge of the subject and methodological specificity of ethics as a philosophical discipline, knows the terminology of the main ethical systems, understands the importance of considering values and moral norms in relation to political systems	K_W03
W_02	Knows specialist terminology in the field of ethics and philosophy of politics in English	K_W04
W_03	Has well-established knowledge covering the main directions of ethics, the most important ethical and worldview disputes, understands the nature of political changes taking place in many countries of the world	K_W05
W_04	Has detailed knowledge of the importance of social and political	K_W06, K_W09

	ethics in the system of science. Understands how political, social and economic activity is anchored in norms and moral values. Has an orientation in contemporary socio-political life, is interested in current events in the world	
SKILLS		
U_01	Is able to integrate knowledge from various disciplines, skillfully apply the acquired knowledge in the context of moral evaluation of political transformations and political systems	K_U04
SOCIAL COMPETENCIES		
K_01	Is ready to justify the role of politics and ethics by setting the directions of systemic political transformations, sets out the priorities for the radicalization of democracy	K_K03
K_02	Is interested in current political events, consciously participates in the life of the communities to which he/she belongs	K_K04

IV.   Course Content

The analyzes are conducted in terms of answers to two questions. First: is there such a thing as the morality of a political system, understood as a quality inherent in its apparatus, regulations and practices, regardless of the intentions and moral beliefs of political officials? Second: how are the community norms and values reflected in the structures, procedures and systemic activities, and to what extent is it possible for the community objectives to be consistent with the systemic objectives?

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Assessment card of work in a group
SKILLS			
U_01	Text analysis	Essay	Assessment card of work in a group
SOCIAL COMPETENCIES			
K_01	Socratic conversation	Observation	Assessment card of work in a group

VI.   Grading criteria, weighting factors …

Insufficient:

A student does not a competence in analyzing ethical texts and does not understand the basis content of the tutorials; is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfill tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

Satisfactory:

A student knows key concepts of the main ethical problems and is able to interpret ethical texts.

Good:

A student knows concepts of the main ethical problems and has very well ordered knowledge concerning the controversies in ethics, is able to analyze ethical texts and shows openness to discussion on the ethical issues.

Very good:

A student knows very well the concepts of the main ethical systems and has well-ordered and historically grounded knowledge concerning the controversies in ethics. He/she is able to develop his research skills, analyze texts and participate in discussion.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
E. Hall, A. Sabl, *Political Ethics: A Handbook*, Princeton University Press 2022.
Additional literature
Ch. Larmore, *What Is Political Philosophy*? Princeton University Press 2022.

Course Syllabus

Cycle from academic year 2022/2023

General Information

Course name	Fundation of logic for philosophers
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	II
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Anna Karczewska

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	General knowledge about mathematics of high school level.

Course Objectives

C1 Presentation and discussion about main concepts, problems and achievements of philosophical logic.
C2. Presentation of Propositional Calculus, First Order Logic.
C3. Developing skills in solving logic problems.
C4. Developing skills in paying attention to logical fallacies and logical correctness.

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student has knowledge about basic types of formulas, main ways to justification the theorems, main types of knowledge and he/she understands specificity of them.	W01, W02, W03, W04, W05
W_02	Student has knowledge and understanding the features and way to construction logical theories.	W01, W02, W03, W04, W05
SKILLS		
U_01	Student has a skill to analyzing, evaluating of correctness and reading the structure of logical reasoning.	U02, U05, U011
U_02	Student has a skill to solve the problems in Propositional Calculus and First Order Logic.	U02, U05,

U_03	Student has a skill to examine the correctness of the formal proofs.	U02, U05,
U_04	Student has a skill to recognize and naming basic logical fallacies.	U02, U05, U011
SOCIAL COMPETENCIES		
K_01	Is able to analyze thoroughly situations and problems and formulate on her/his own propositions how to solve them	K02

Course Content

Structure, types and features of arguments, correctness and logical fallacies in reasoning. Induction, deduction, inconsistency and similar relations. Structure of logical theory, concepts of model and interpretation. Selected concepts of set theory, algebry and arithmetic of natural numbers. Propositional Calculus. First Order Logic. Structure and features of logical theories, axioms, proofs, definitions.

Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	exam/oral exam	protocol
W_02	Lecture	exam/oral exam	protocol
SKILLS			
U_01	Text analysis	test	protocol
U_02	Practical classes	test	protocol
U_03	Practical classes	test	protocol
U_04	Practical classes	test	protocol
U_05	Practical classes	test	protocol
SOCIAL COMPETENCIES			
K_01	Practical classes	test	protocol

Grading criteria, weighting factors.....

Fail:
Knowledge: Student doesn't have required knowledge about reasonings and definitions. Student doesn't have basic knowledge about constructing a logical theory, types of knowledge.
Skills: Student doesn't have a skill to analyze arguments, recognize the logical fallacies and solve logical problems.
Social competences: The student is not involved in the learning process.

Barely Pass:
Knowledge: Student has required knowledge about types, features and correctness of reasonings and definitions. Student has knowledge about constructing a logical theory, types of knowledge.
Skills: Student has a skill to analyze arguments, recognize and naming the logical fallacies and solve

logical problems. Student can solve logical problems with the help of the teacher.
Social competences: The student is involved in the learning process.

Good Pass:
Knowledge: Student has knowledge about all topics presented during the course, but he/she can have insignificant gaps in detail.
Skills: Student has a skill to solve typical problems in all presented topics.
Social competences: The student is involved in the learning process.

Very Good Pass
Knowledge: Student has systematized and wide knowledge about all topics presented during the course.
Skills: Student has a skill to solve typical and difficult problems in all presented topics. He/she can put the problems, find the answers and illustrate them by examples.
Social competences: student is very active at the classes

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**45**

Literature

Basic literature
D. Bonevac*, Deduction. Introductory Symbolic Logic*, Blackwell Publishers Ltd., 2003.
Additional literature
J. C. Beall, B. C. van Fraassen, *Possibilities and Paradox. An Introduction to Modal and Many-Valued Logic*, Oxford 2003. R. M. Smullyan, *Goedel's Incompleteness Theorems*, Oxford 2001.

COURSE SYLLABUS

Cycle from academic year 2022/2023

> I.   **General Information**

Course name	God and evil
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	2	2

Course pre-requisites	none

> II.   **Course Objectives**

Analysis of the classical concept of God in the context of the problem of evil

> III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows basic problems of evil	W_03, W_04, W_05, W_06, W_09
W_02	Student knows classical concept of God, goodness, evil , creation and providence.	W_03, W_04, W_05, W_06, W_09
SKILLS		
U_01	Student is able to analyze problems of evil and a problem of how to reconcile the existence of evil with the existence of God	U_04
SOCIAL COMPETENCIES		
K_01	Student is aware of the role of philosophy in discussing religious problems	K_03, K_04

> IV.   **Course Content**

1. Problems of Evil
2. What a Philosopher Can Do?

3. Evil and Being
4. Goodness
5. Creation
6. God's Perfection
7. God Creator and Evil
8. Providence
9. Toward Theology

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	conversational lecture	oral exam	grade card
W_02	conversational lecture	oral exam	grade card
SKILLS			
U_01	conversational lecture	oral exam	grade card
SOCIAL COMPETENCIES			
K_01	conversational lecture	oral exam	grade card

VI.   Grading criteria, weighting factors …

During the exam a student is supposed to discuss 2 issues. The answer is assessed as following:

2 – a student answers to no issues or answers only to one, or her answer is chaotic, she does not know terminology, she cannot reconstruct problems and positions despite the teacher's clues
3 – a student answers both questions, but her answer is chaotic, with many errors; problems and positions are recognized only with the teacher's help, a student does not know details
4 – a student answers both questions, speaks in a communicative way, commits few mistakes, is able to give a detailed analysis of problems and positions with no teacher's help
5 – a student provides a fluent presentation, testifying her independent reflection, can state problems on her own and suggests solutions to them

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII.   Literature

Basic literature
Brian Davies, *Thomas Aquinas on God and Evil*, Oxford University Press, Oxford 2011
Additional literature
The Blackwell Companion to The Problem of Evil, Justin P. McBrayer, Daniel Howard-Snyder (eds.), Wiley Blackwell, Oxford 2013

COURSE SYLLABUS

Cycle from academic year 2022/2023

I.   **General Information**

Course name	Heritage of Polish Culture
Programme	Heritage of Polish Culture
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	full-time
Discipline	Philoosophy
Language of instruction	English

Course coordinator/person responsible	Piotr Jaroszyński

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	4

Course pre-requisites	Minimum knowledge of Polish history

II.   **Course Objectives**

C.1 to understand different conceptions of Polish culture in a historical and systemic dimension
C.2 acquiring the ability to analyse texts on Polish culture
C.3 acquiring the ability to analyze cultural and artistic texts about Poland

III.   **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Has a general knowledge of the main philosophical positions on Polish art and culture.	W02
W_02	Is familiar with the meaning of philosophical terminology needed to explain Polish artistic and cultural phenomena.	W03, W04
W_03	Has well ordered and historically grounded general knowledge on the classical, modern and contemporary views about Polish culture.	W05
SKILLS		
U_01	Possesses extended research skills - including formulating and analyzing works of synthesizing different ideas and views concerning Polish culture.	U02
U_02	Is able to select proper and adequate instruments for	U05

	interpreting and analyzing a philosophical text about Polish culture.	
U_03	Is able to cooperate and work in a group, discusses Polish culture.	U11

IV. Course Content

The course analyses texts from Polish history and culture.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Studying texts	Written work	The assessed text of the written work
W_02	Discussion	Observation	Group work evaluation sheet
W_03	Discussion	Observation	Group work evaluation sheet
SKILLS			
U_01	Text analysis	Written work	The assessed text of the written work
U_02	Discussion	Observation	Group work evaluation sheet
U_03	Group work in different roles	Observation	Group work evaluation sheet

VI. Grading criteria, weighting factors:

Written work - 70%, observation - 15%, discussion - 15%

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

VIII. Literature

Basic literature
Literature related to the issues of Polish culture
Additional literature
Literature related to the issues of Polish culture